DOCUMENT RESUME

ED 169 211 CE 017 724

TITLE	A Systems Management Approach to Career Education. Annual Report.
INSTITUTION	Community School District 18, Brooklyn, N.Y.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH50115
PUB DATE	[76]
GRANT	G007503739
NOTE	155p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavior Rating Scales; *Career Development; *Career Education; *Communication Skills; Community Involvement; Counseling Programs; *Curriculum Development; Elementary Education; Faculty Development; Inservice Teacher Education; Junior High Schools; Media Selection; *Program Development; Program Effectiveness; Program Evaluation; Teaching Skills
IDENTIFIERS	Behavior Rating Analysis Communication Education; *Comprehensive Career Guidance; Education Amendments 1974

ABSTRACT

Elementary and junior high schools in Community School District 18 in Brooklyn, New York, participated in a project to develop and implement a comprehensive system of guidance, counseling, and curriculum. The following major activities were accomplished: (1) research and review of existing programs and materials; (2) design of a comprehensive management and instructional delivery system which can be readily applied to elementary and junior high school environment; (3) development of program and subprogram objectives activities, and materials around a cluster of emerging technologies and related careers (five modules were developed); (4) development of user guides to ensure the transportability of both the management system and the curricular materials; (5) development of pedagogical in-service training agendas and workshops in the application of the user guides, comprehensive system, and program materials; (6) selection of demonstration schools for the implementation of the comprehensive system (two schools with the target population of 117 pupils served as pilot sites); and (7) development of a district, community-wide data bank of human resources. Two behavioral objectives were the focus of the evaluation: (1) to improve teacher motivation and service skills, and (2) to improve student self-concept, motivation, and peer interaction skills. The BRACE (Behavior Ratings and Analysis of Communication in Education) instrument was used to collect data. The evaluation is still in progress, but data accumulated thus far indicate positive results. (Instructional modules and User Guides are appended.) (BM)

ED169211

12 9
I.D. #34

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of Community School District 18
Harvey Garner, Community Superintendent
755 East 100 Street, Brooklyn, New York 11236

BEST COPY AVAILABLE

ANNUAL REPORT

1. Project No: 554AH50115
2. Grant No: G007503739
3. Nature of Report: Annual
4. Project Title:
   A Systems Management
   Approach to Career
   Education
5. Period Covered By This Report:
   From July 1, 1975 to June 30, 1976
6. Category of Project:
   Incremental
7. Project Director: Roy Sapin
8. Grantee:
   Community School District 18
   755 East 100 Street
   Brooklyn, New York 11236
   (212) 257-7500
   (212) 257-7507

CE 017 724

11/30/76 kw

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

9. Major Activities

The Research and Review of existing programs and materials for their possible application to our program. During the initial phase of the program, the Project Steering committee developed criteria for the assessment of existing programs and materials. Project participants subsequently researched, reviewed, and analyzed hundreds of documents for possible application to our project (See Appendix 1).

The design of a comprehensive management and instructional delivery system which can be readily applied to elementary and junior high school environment. By the end of the first quarter, a comprehensive management and instructional delivery system had been formulated in which roles, responsibilities, and accountability of all project personnel, teachers, counselors, and supervisors were clearly delineated (See Appendix 2).

The development of program and subprogram objectives, activities, and materials around a cluster of emerging technologies and related careers. As a result of on-going after school workshops consisting of teachers representing a cross-section of the schools in the district, five innovative, teacher-generated, interdisciplinary career education modules were designed for implementation in demonstration grades 5 and 8 of the two pilot schools, as outlined in the original proposal. The instructional objectives, activities, and mastery tests comprising each module are individualized to reflect all pupil achievement levels (See Appendix 3).

The development of user guides to ensure the transportability of both the management system and the curricular materials. Project staff had completed by mid-December the design of a career education user guide. The manual is replete with information for readers on every aspect of the present project and includes detailed instructions on the use of the developed career education materials. The 5 developed career education modules are: Introduction to Career Education; Business and Office; Communication and Media; Environment and Ecology; Marine Science (See Appendix 4).

The development of pedagogical in-service training agendas and workshops in the application of the user guides, comprehensive system and program materials. Concurrent with the design of career education modules of instruction, a series of supervisor, teacher, faculty and grade conferences were held throughout the year in the pilot elementary and junior high schools to effect a gradual orientation to the management system and career education materials that were used.

Since December, after-school workshops were held for pedagogical personnel from each of the eighteen schools in the district representing various grade and discipline levels, The workshops resulted in improved motivation and service skill for the involved participants. Further, it is expected that each participant will serve in his or her respective school as career education "change agents" assisting teachers to adapt career education materials to their classroom instruction.

The selection of a demonstration elementary and junior high school for the implementation of the comprehensive system of guidance, counseling and curriculum. Each school featured a career education laboratory inventoried with equipment, books, materials, and supplies related to the recently developed career education modules, and designed to provide students with the practical hands-on experiences associated with modern technology. The target population of 117 pupils at each school was programmed for a minimum of three hours of instruction per week. The teacher-developed career education modules and materials were utilized in both the classroom and laboratory settings.

The development of a district, community, borough, and city-wide data bank listing community people, businessmen and professionals, corporate and public personnel, whose talents, experiences, involvements and careers may be of interest to pupils exploring the world of careers. A unique feature of the program has been the on-going completion of a district community-wide data bank. This listing includes local businessmen, merchants, professionals and parents whose talents and careers are of interest to pupils exploring similar vocations. Most encouraging was the response of parents who indicated a willingness to serve in the program as role models, resource volunteers, consultants and assistants for on-site field trips (See Appendix 5).

10.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/NEGRO (3)	CAUCASIAN/WHITE (4)	HISPANIC (5)	TOTAL (*sum of columns (1) through (5)*) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (*K-6*)			75	50		125	12		50	60	65
MIDDLE/JUNIOR HIGH (*7-9*)			33	55	22	110	12		40	52	58
SENIOR HIGH (*10-12*)											
2-YEAR COLLEGE											
4-YEAR COLLEGE			9	21		30				10	20
ADULTS (*non-matriculated*)											
SUB-TOTAL			117	126	22	265	24		90	122	143
EDUCATIONAL PERSONNEL											
TEACHERS						22					
COUNSELORS						3					
ADMINISTRATORS						6					
MEMBERS OF THE BUSINESS/LABOR INDUSTRY COMMUNITY						11					
PARENTS						10					
OTHER (*specify*)											
TOTAL						52					

OE FORM 467, 2/76

1975-1976 CAREER EDUCATION PROGRAM
EVALUATION SUMMARY

11. Objectives

The 1975-1976 Career Education Program had three primary behavioral objectives as follows:

1. to improve *teacher* motivation and service skills;
2. to improve *student* self-concept, motivation and peer interaction skills; and
3. to raise *pupil* aspiration levels.

Evaluation Design

The BRACE[*] instrument was utilized for systematically recording teachers' and students' verbal communication skills from videotape replays. In order to assure the reliability of the recorded data, staff from the Bank Street College of Education, who are proficient in the use of the instrument, were utilized in the coding and analysis procedures.

It was anticipated that approximately 30 teachers would voluntarily attend the teacher training workshops. These teachers included representatives from early elementary, later elementary and junior high school classrooms. Two hypotheses, testable via the use of the BRACE instrument, were developed to evaluate whether or not the teachers' motivation and service skills had improved as a result of their participation (objective 1, above).

> *Hypothesis #1:* Communications dealing with logic, imagination or affect would increase relative to communications dealing with facts and information.
>
> *Hypothesis #2:* More supportive communications (accepting, extending, recognizing, stimulating self-correction) would increase relative to less supportive communication (perfunctory acknowledgement, meaningless praise, correcting misinformation).

A representative sample of participating teachers was randomly selected for pre- and post-intervention observations. During December, 1975 (prior to the demonstration activities) the teachers (9) were video-taped while conducting "social studies career awareness" classroom discussions. Data from these tapes were viewed and coded (for the appropriate variables) utilizing the BRACE instrument. Data obtained from this initial viewing was fed back to the teachers in their subsequent workshop sessions for purposes of self-analysis and professional development. The same taping procedure ensued at the beginning of June, 1976. This constituted the post-intervention observation. Data from the pre- and post-intervention tapings were to be quantified and analyzed to determine whether or not the first two hypotheses were upheld. Appropriate non-parametric statistical procedures were to be applied to assess the significance of any differences which were obtained.

---

[*] Behavior Ratings and Analysis of Communication in Education, Bank Street College of Education, 1974

The student behavioral objectives relating to self-concept, motivation and peer interaction skills were to be evaluated via a quasi-experimental posttest only control group design in which participating students (experimental group) were matched with non-participants (control group) in the following manner.

During May, 1976, an integrated (experimental and control group children) field-trip to a career-curriculum relevant site** was conducted. Children were accompanied by a "neutral" observer who is skilled in utilizing the BRACE instrument, and who is well versed in leading children's discussion groups. Following the trip, there were observer-run discussions about the common experience with equally integrated groups of experimental and control group youngsters. These discussions were video-taped for subsequent BRACE instrument coding and analysis. The discussion leader conducted eight separate sessions (four elementary and four junior high school) with groups of ten children at a time (five experimental and five control).

Using the above-mentioned methodology, the following hypotheses were to be tested:

1. Self-initiated communication (initiating or asking) among the experimental group will exceed that of the control group (self-concept);

2. The volume of child communication among the experimental group will exceed that of the control group (motivation); and

3. Peer-interaction activities among the experimental group will exceed that of the control group (peer-interaction skills).

Data from the integrated group discussion tapes were to be quanitified and analyzed to determine whether or not the preceeding hypotheses were upheld. Appropriate non-parametric statistical procedures were to be employed to determine the statistical significance of any resulting differences - chi-square analysis was selected.

Finally, pupil aspiration levels were to be determined via posttest only experimental and control group administrations of the

---

** The field trip was conducted at the Gateway National Park where students toured the facility and were introduced to careers in Marine Sciences by National Park Service personnel.

Self-Concept and Motivation Inventory (published by Person-O-Metrics). This instrument has subtests which measure student aspirations, and levels which are appropriate for students ranging in age from kindergarten through junior high school. Appropriate subtests and levels of this instrument were administered to the experimental and control group children just prior to their field-trip experience. It was anticipated that the experimental and control group raw score means would be significantly different, as determined by a one-tailed analysis of variance at the .05 level of confidence, in the specified direction.

Findings

Before discussing the data derived from behavioral objectives 1 and 2, it behooves us to note that, early in the program year, input from the program Steering Committee had the result of discarding objective 3 as a viable program objective. The Steering Committee advised that the purpose of the Career Education Program was to enhance appreciation of all careers, not merely to encourage striving in the direction of the traditional "high level" professions. This input was duly noted, and embraced as a more suitable approach during subsequent program activities. It would, therefore, have been philosophically contradictory to stimulate the "raising of aspirations".

The evaluation of objective 1 - to improve teacher motivation and service skills, proceeded according to the evaluation design. Data from the teacher post-tapings are still being decoded as of the date of this manuscript. Pre-test tapes, however, provided some meaningful insights, and helped shape subsequent teacher-training activities.

Data from the initial tapings are displayed in Table 1. Table 1 compares positive and negative communication patterns relative to hypothesis 1 and 2. For hypothesis 1, positive communications are those which deal with logic, imagination or affect, while negative communications are those which deal with simple facts and information. Similarly, positive communications relative to hypothesis 2 are those which are supportive, while negative communications are those which provide perfunctory acknowledgement, meaningless praise, etc.

It can be seen in Table 1 that, at pre-test, there was a great deal of room for improvement in the area covered by hypothesis 1 - only 20 percent of the total communications were positive (199/996), while 26 percent (257/996) were negative. For hypothesis 2, there was a pre-program indication that the sampled teachers were already communicating in a supportive manner (27 percent positive compared with only 5 percent negative).

TABLE I

Comparison of Positive and Negative Communication Patterns Among Teacher-Subjects at Pre-Test Taping Sessions.

Subject	Total Communications	Hypothesis #1				Hypothesis #2			
		Positive		Negative		Positive		Negative	
		N	%	N	%	N	%	N	%
1	82	3	.04	9	.11	20	.24	16	.20
2	159	28	.18	42	.26	55	.35	3	.02
3	82	13	.16	29	.35	22	.27	1	.01
4	116	24	.21	22	.19	38	.33	5	.04
5	89	21	.24	18	.20	20	.22	7	.08
6	93	8	.09	26	.28	16	.17	3	.03
7	112	31	.28	35	.31	35	.31	1	.01
8	103	33	.32	35	.34	28	.27	0	.00
9	160	38	.24	41	.26	32	.20	10	.06
Total	996	199	.20	257	.26	266	.27	46	.05

Of particular interest to this program is the range in individual performance. For example, only 9 percent of subject 6's communications were positive in the dimension measured in hypothesis 1, while 28 percent were negative for the same subject. These data, along with individual viewings of the tapes, were fed back into the teacher training activities. While post-tape analysis will provide a final definitive answer to the value of this procedure, informal interviews and program observations have underscored the virtue of this type of self-analysis.

The "bottom line" for this, and any other meaningful educational innovation, must lie with the students. Behavioral objective 2 - to improve student self-concept, motivation and peer interaction skills, holds great importance as a criterion of programmatic impact.

The quasi-experimental evaluation design described earlier was carried out. Data from the experimental/control session tapes were quanitifed and subjected to chi-square analysis.

Table 2 compares the frequency of communications for the experimental and control group students who attended the field trip. It can be seen from Table 2 that:

... experimental group students were more verbal (hypothesis #2 - motivation) than control group students (328 versus 269);

... experimental group students had more self-initiated communications relative to their total than control group students (hypothesis #1-self-concept) - 31.71 percent (104/328) versus 27.51 percent (74/269); and

... experimental group students were more supportive of each other than control group students (hypothesis #3 - peer interaction skills) - 1.52 percent versus .37 percent.

TABLE 2

Comparison of Experimental and Control Group Communications on Student Behavioral Objectives (Data given as Frequencies, with Hypotheses 1 and 3 Tested Relative to Total Communications)

Hypotheses	Experimental	Control	χ^2	P
Total Communications (Hyp. #2)	328	269	5.83	$< .02$
Self Initiated (Hyp. #1)	104	74	1.24	$< .30$
Supportive (Hyp. #3)	5	1	1.97	$< .20$

While hypothesis #2 was the only one of the three to reach acceptable standards of statistical significance ($p < .02$), the experimental group performance surpassed the control group each time. A priori hypotheses concerning the nature of the group discussions suggest that they may not have been as condusive to self-initiation nor to supportive communications as originally hoped. Inspection of the tapes reveals that the "discussions" were rather one-sided in that the leader initiated most of talk, and there was little or no communication among students. Be that as it may, there was a significant difference in the motivational level of the experimental group which can be attributed to program participation. Future utilizations of this paradigm will consider alternative discussion formats.

Conclusions

The evaluation of the Career Education Program was an ambitious undertaking which is still in progress. Data accumulated so far indicate not only the success of the program, but the utility of the evaluation process for helping to shape the progress of the effort.

As a result of the Career Education Program pilot teachers have benefited from self-analysis of their teaching skills, and students have become more motivated to pursue knowledge relative to emerging technologies. Curricula developed through the application of systematic management principles will be disseminated to a wide audience of teachers with the expectation that their students can also develop an interest in the diverse careers which make up our ever-changing society.

13. The 2 volumes of career education curricula developed by the project staff were transmitted to the Curriculum Bureau of the State Department of Education, Albany; the New York City Office of Career Education; United States Office of Career Education; the semi-annual and annual conferences of Project Directors (FY 1975-76); Bedford County Public Schools, Bedford, Virginia; "Open Doors," New York City for field-testing in 6 public schools; St. Catherine Holy Family Parochial School of the Brooklyn Archdiocese of New York City-articles relating to the project have appeared in the January 1976 edition of "Career Education" published by New York City Board of Education and on February 2, 1976 in the Canarsie Courier.

Approximately 100 private foundations were apprised of the District 18 Career Education Program.

14. Twenty-four physically handicapped children were serviced by the career education program at our 2 pilot schools, P208 and John Wilson Junior High School. The exposure of handicapped pupils was not an original proposal objective.

Thirty apprentice teachers from Brooklyn College received career education training at P208 on a monthly basis--also, not an original proposal objective.

15. Project No. 554AH50115

Grant No. G007503739

Nature of Report: Annual

Project Title: A Systems Management Approach to Career Education

Period Covered by this Report:
From July 1, 1975 to June 30, 1976

Category of Project:
Incremental

Project Director: Roy Sapin

Grantee: Community School
District 18
755 East 100 Street
Brooklyn, NY 11236
(212) 257-7500
(212) 257-7507

Abstract:

Community School District 18 encompasses the East Flatbush and Canarsie sections of Brooklyn, New York. Its 13 elementary and 5 junior high schools services a multi-ethnic pupil population exceeding 20,000.

During the summer of 1975, Project Steering committee meetings were convened to review existing programs and materials relevant to the area of career education. Hundreds of existing programs and materials were reviewed for their possible application to the project. The primary focus was an assessment of those studies that related directly to career education and guidance for young children.

By the end of the first quarter, a comprehensive management and instructional delivery system had been formulated in which roles responsibilities and accountability of all project personnel, teachers, counselors and supervisors were clearly delineated.

As a result of on-going after-school workshops, September-May, consisting of teachers representing a cross-section of the schools in the district, five teacher-designed, interdisciplinary career education modules were produced for implementation in demonstration grades 5 and 8 of two pilot schools selected for the project. The instructional objectives, activities, and mastery tests comprising each module were individualized to reflect all pupil achievement levels and subject to constant revision based upon feedback from the program demonstration personnel.

Project staff had completed by mid-December the design of a career education user guide. The manual is replete with information for readers on every aspect of the project and includes detailed instructions on the use of the developed career education materials. The 5 career education modules are: Introduction to Career Education; Business and Office; Communications and Media; Environment and Ecology; and Marine Science.

Concurrent with the design of career education modules of instruction, a series of supervisor, teacher, faculty, and grade conferences were held throughout the year in the pilot elementary and junior high schools to effect a gradual orientation to the management system and materials that were used.

Starting in December, after-school workshops were held for pedagogical personnel representing difference grade and discipline levels from each of the 18 schools in the district.

Each of the 2 pilot schools featured a career education laboratory inventoried with equipment, books, and materials related to the career education modules, and designed to provide students with the practical hands-on experiences associated with modern technology. The target population of 117 pupils of each school was programmed for a minimum of three hours of instruction per week. The modules and materials were utilized in both the classroom and laboratory settings.

Additional pupils from other schools in the district were exposed to career education through a series of regularly scheduled visits to both laboratories.

A unique feature of the program included the compilation of a district community-wide data bank. This listing includes local businessmen, merchants, professionals, and parents whose talents and careers are of interest to pupils exploring similar vocations. Most encouraging was the response of parents who indicated a willingness to serve in the program as role models, resource volunteers, consultants, and assistants for the on-site field trips.

NY 3739

APPENDIX 1

CAREER EDUCATION

A Career Development Guide for West Virgina Teachers, Duane Brown, Stephenfut, Barbara Judy. State Department of Education, Guidance and Testing Division, Charleston, West Virginia.

A Guide for Developmental Vocational Guidance K-12, Oklahoma City, Oklahoma, 73105.

Abington School District. *Career Development Activities (Grade 5-7)*. NDEA Title. V-A Project 13. Abington, PA: Abington School District.

Alkema, Chester J., *Creative Paper Craft*. Sterling, 1967.

________. *Masks*. Sterling, 1971

Altman, James W., *Research on General Vocational Capabilities (Skills and Knowledges)*. Final Report. Pittsburg, PA. American Institutes for Research in Behavioral Sciences. March, 1966.

An Integrated Curriculum Approach to Career Developmental Guidance in the Elementary School. School of Education, University of Evansville, Evansville, Indiana.

Anderson, Mildred. *Paper Mache and How To Use It*. Sterling, 1965.

Arvois, Edmond. *Making Mosaics*. Sterling, 1969.

Asbell, Bernard. *New Directions in Vocational Education, Case Studies in Change*. Washington, DC: U.S. Office of Education, Department of Health, Education and Welfare. 1967.

Ashworth, John. *Careers In Accounting*. Walck, 1963.

Baer, Mas and Roeber, Edward C. *Occupational Information: The Dynamics of Its Nature and Use*. Chicago: Science Research Associates. 1964.

Bakamis, W.A., et al. *Identification of Task and Knowledge Clusters Associated with Performance of Major Types of Building Trades Work*. Report No. 7. Pullman: Washington State University; and Olympia: Washington State Board for Vocational Education. December, 1966.

Barlow, Melvin L. "Vocational Education and the American Work Ethic," *American Vocational Journal*, Vol.48, No.1, January, 1973.

Barnett, Leo and Kou Ellen Davis. *Careers In Computer Programming*. Walck,1967.

Bell, Howard M. *Matching Youth and Jobs*. Washington, D.C. American Council on Education. 1940.

Bergaust, Eric. *Aircraft Carriers In Action*. Putnam, 1968.

Berger, Knute, Robert A. Tidwell, Margaret Haseltine. *A Visit To The Doctor*. Grosset and Dunlap, 1960.

Birkner, Heirnrich, *Screen Printing*. Sterling, 1968.

Bleich, Alan R. *Your Career In Medicine*. 2nd Edition. Messner, 1965.

Bolian, Polly and Marilyn Schima. I Know A House Builder. Putnam, 1968.

Borow, Henry, ed. Man In a World At Work. Boston: Houghton-Mifflin Company. 1964.

Boylan, James R. School Teaching As A Career. Walck, 1962.

Briggs, William A. and Hummel, Dean L. Counseling Minority Group Youth. Columbus, Ohio: Heer Printing Company, 1962.

Bruner, Jerome. The Process of Education. New York: Vintage Books, 1963.

Buchheimer, Naomi. I Know A Teacher. Putnam, 1967.

_____________. Let's Go To The Bakery. Putnam, 1956.

_____________. Let's Go To A Dentist. Putnam, 1959.

_____________. Let's Go To A Firehouse. Putnam, 1956.

_____________. Let's Go To The Library. Putnam, 1957.

_____________. Let's Go To A Post Office. Putnam, 1964.

_____________. Let's Go To A School. Putnam, 1957.

_____________. Let's Go To The Telephone Company. Putnam, 1958.

_____________. Let's Go To A Television Station. Putnam, 1958.

Butler, Roger. Let's Go To An Automobile Factory. Putnam, 1964.

_____________. Let's Go To The United States Coast Guard Academy. Putnam, 1964.

Butts, R.F., and Cremin, L.A. A History of Education in America. New York: Henry Holt and Company, 1953.

Cameron, Elizabeth. The Big Book of Real Trains. Grosset & Dunlap"s, 1963.

Camp, L. Sprague De. Energy and Power. Golden, 1962.

Career Development in the Elementary School. Robert Gibson, Merrill Publishing Company, Columbus, Ohio, 1972.

Career Education, S.P. Marland, Today's Education, October, 1971.

Career Education Monograph Series. North Carolina State University, Raleigh, North Carolina, 1973.

Career Guidance: A California Model For Career Development K-Adult, California State Department of Education, Bureau of Pupil Personnel Services, State Education Building, 721 Capital Mall, Sacramento, California, 95814.

Career Guidance, Counseling and Placement: National Concerns. James Bottoms, Norman Cysbers, and David Pritchard (Paper presented at 1970 AVA Convention).

Career Guidance: Past, Present and Future. Norman Gysbers and Earl Moore, University of Missouri, Columbia, Missouri (paper)

Career Guidance Practices in School and Community. Lorraine S. Hansen, National Vocational Guidance Association, 1607 New Hamshire Avenue, N.W., Washington, D.C. 20009,1970

Career Guidance, Who Needs It? Who Provides It? Who Can Improve It? Eli Ginsberg, McGraw-Hill Book Company. New York, 1971.

Career Information In Counseling and Teaching, Lee E. Isaacson, Allyn and Bacon Inc., Boston, Massachusetts, 1971.

Career Information System. "Central Questions For A Vocational Interview." An unpublished paper.

Carlisle, Norman and Madelyn. About Roads. Melmomt, 1965.

Center For Vocational and Technical Education. "Information for Vocational and Technical Education" Centergram. Vo. 6, No. 12 (December, 1971).

Chace, Haile. About the Captain of a Ship. 2nd Ed. Melmont, 1962.

Chester, Michael. Let's Go To Build a Suspension Bridge. Putnam, 1966.

________________. Let's Go To The Moon. Putnam, 1965.

________________. Let's Go To A Rocket Base. Putnam, 1961.

________________. Let's Go On A Space Trip. Putnam, 1963.

Ciavarella, Michael A. "Toward an Integrated Theory of Educational and Vocational Choice." Vocational Guidance Quartely. Vol.20, No.4 (June,1972).

Clouse, J.P., and Coster, J.K. "Factor Analysis of Activity and Competency Variables of Workers in Agricultural Occupations in Four Selected Indian Communities." Purdue University Studies in Education. West Lafayette, IN: Purdue University,1965.

Cochrane, Joanna. Let's Go To A Sanitation Department. Putnam, 1958.

________________. Let's Go To The United Nations Headquarters. Putnam,1958.

Cohn, Angela. Careers With Foreign Languages. Walck, 1963.

Coleman, James C. Equality of Educational Opportunity. Washington: Government Printing Office,1967.

Coles, Robert. "Uprooted Children,' National Elementary Principal. Vol.50, January,1971.

Colonius, Lillian and Glenn W. Schroeder. At The Bakery. Melmont, 1967.

Colonius, Lillian, and Glenn W. Schroeder, At The Post Office. Melmont, 1954.

Commonwealth of Massachusetts. "Project Career." Brochure. Boston: Division of Occupational Education, Department of Education.

Compton, Grant. *What Does A Veterinarian Do?* Dodd, Mead & Company. 1964.

Cosgrore, Margaret. *Your Hospital, A Modern Miracle.* Dodd, Mead & Company, 1964.

Coster, J.K., and Courtney, E.W. "Factor Analyses of Ariculture Competencies and Workers in Three Selected Occupations." *Purdue University Studies in Education*. West Lafayette, IN: Purdue University, 1965.

________, and Penrod, W.S. "Factors Analyses of Competency Items and Workers in Agricultural Occupations in the Metropolitan School District of Wabash County." *Purdue University Studies in Education*. West Lafayette, IN: Purdue University. 1965.

Courtney, Elwood W. "A Comparison of Knowledge and Experience Levels Required in Three Agricultural Occupations." Unpublished Doctoral Dissertation. West Lafayette, IN: Purdue University. 1962. Microfilm No. c688.

Cunningham, J.W. ed. *The Job-Cluster Concept and Its Curricular Implications: A Symposium*. Center Monograph. Raliegh: Center for Occupational Education, North Carolina State University. 1969.

____________. *"Ergometrics": A Systematic Approach to Some Educational Problems*. Center Research Monograph No. 7. Raleigh: Center for Occupational Education, North Carolina State University. 1971.

____________. et al. *The Development of the Occupational Analyses Inventory: An "Ergometric" Approach to an Educational Problem*.Raliegh: Center for Occupational Education, North Carolina State University, 1971.

Dallas Independent School District. *Skyline Center*. Brochure. Dallas. TX: Dallas Independent School District.

Davis, Harry E. *Project Plan for the Allied Medical Development Project*. St. Louis, Mo: Forest Park Community College. 1965.

DeLeeuw, Adele. *John Henry*. Gerrard, 1966.

Di Valenten,Maria. *Practical Encyclopedia of Craft*. Sterling, 1970.

Dietrich, Fred and Seymour Reit. *Wheels, Sails and Wings: The Story of Transportation*. Golde Press, 1961.

Dillion, Roy D and Horner, James T. "Occupational Commonalities: A Base for Course Construction." Paper No. 2219. Journal Series. Lincoln: Agricultural Experiment Station, University of Nebraska. 1967.

Dillon, Ina K. *About Policemen*. Melmont, 1967.

Dobrin, Norma. *About Foresters*. Melmont, 1962.

Donohue, Jody. *Your Career in Public Relations*. Messner, 1967.

Drake, William E and Tom Frederick K.T. Entry Occupations in Off-Farm Agriculture: A Survey and Task Analysis of Entry Level Off-Farm Agricultural Occupations in New York State. Ithaca, New York: Agricultural Education Division, Cornell University. July, 1968.

Drier, Harry N. Jr. K-12 Guide for Integrating Career Developments Into Local Curriculum. Worthington, OH: Charles A Jones Publishing Company, 1972.

Duval County School Board. Planning For a Pre-Technical Curriculum, A Title III ESEA Proposal. Jacksonville, FL: Duval County School Board. June 1,1971.

Dynamic Consumer Decision-Making, Educational and Consumer Relations Department, J.C. Penny Company Inc. Avenue of the Americas, New York, 10019.

Eberle, Iemengrade. The New World of Glass. Dodd, Mead & Company. 1963.

Educational Products Information Exchange Institute. Evaluation Practices Used in the Selection of Educational Materials and Equipment. New York: Educational Products Information Exchange Institute; Albany: Division of Educational Communications, New York State Education Department; and Albany: New York State University System, December, 1969.

Encounter In The Classroom: New Ways of Teaching, Elizabeth Holt, New York, Holt, Rinehart and Winston, 1971.

Epstein, C. Intergroup Relations For the Classroom Teacher. Houghton Mifflin, Boston, 1968.

Epstein, Sam and Beryl. The First Book of Glass. Watts, 1955.

Ertel, Kenneth A. Clusters of Tasks Performed By Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments. Final Report, No. 20. Boise: Idaho State Board of Vocational Education; Moscow: College of Education, Idaho University; Olympia: Washington State Coordinating Council for Occupational Education; and Pullman: Department of Education, Washington State University. June, 1968.

Fessant, Joh, et al. "Career Awareness in the Elementary Schools." Unpublished paper. Salem: Oregon Board of Education. 1971.

Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.

Ficarotta, Phyllis. Sewing Without a Pattern. Sterling, 1971.

Fisher, Leonard E. The Cabinetmakers. Watts, 1966.

________________. The Hatters. Watts, 1965.

________________. The Limners. Watts, 1969.

________________. The Papermakers. Watts, 1965

________________. The Potters. Watts, 1969

________________. The Printers. Watts, 1965

Fisher, Leonard E. *The Schoolmaster*. Watts, 1967.

__________________. *The Shoemakers*. Watts, 1967.

__________________. *The Silversmiths*. Watts, 1964.

__________________. *The Tanners*. Watts, 1966.

__________________. *The Weavers*. Watts, 1966.

__________________. *The Wigmakers*. Watts, 1965.

Fournier, Robert L. *Ceramic Creations*. Sterling, 1971.

Fox, William R. *Careers in the Biological Sciences*. Walck, 1963.

Frankel, Lillian and Godfrey, *Creating From Scrap*. Sterling, 1962.

Frantz, Nevin R. Jr. "The Cluster Concept as a Program in Vocational Education at the Secondary School Level." From *Research in Vocational and Technical Education: Proceedings of a Conference*, edited by Cathleen Quirk and Carol Sheeman. Madison: Center for Studies in Vocational and Technical Education, The University of Wisconsin. 1967.

____________. "The Development of a Curriculum for a Cluster Concept Approach to Vocational Education." *Journal of Industrial Teacher Education*. Vol. 8, No. 2 (Winter, 1971a).

____________. "The Development of Individualized Instructional Systems." *Journal of Industrial Teacher Education*. Vol. 7 No. 4 (Spring, 1970).

____________. "Individualizing Instruction for Multi-Occupational Laboratories." *The Individual and His Education*, edited by A.H.Krebs. The Second Yearbook of the American Vocational Association. Washington. 1972.

____________. *A Proposal for the Development of an Individualized Instructional System for Multi-Occupational Programs in the Area Vocational High Schools of Georgia*. Athens: Division of Vocational Education, College of Education, University of Georgia. 1971b.

____________. and Word, E. "Multi-Occupational Programs in the Area of Vocational High Schools of Georgia." Mimeograph. Athens: Division of Vocational Education, College of Education, University of Georgia. 1971.

Fressard, M.J. *Creating With Burlap*. Sterling. 1970.

Fullerton, William J., et al. *The identification of Common Courses in* Paramedical Education. Tempe: College of Education, Arizona State University. July 15, 1966.

Fullmer, D.W. and H.W. Bernard. *The School Counselor Consultant*. Houghton Mifflin, Boston. 1972.

Garfinkel, H. "Job Changing and Manpower Training." *Manpower Evaluation Report No. 10*. Washington, DC: Office of Manpower, Automation and Training, Manpower Administration, U.S. Department of Labor. June, 1964.

Geissanhainer, S.W. "The Cluster Concept in Operation." American Vocational Journal. Vol 42, No. 7 (October, 1967).

Gelatt, H.B. "Decision-Making: A Conceptual Frame of Reference for Counseling." Journal of Counseling Psychology. 9 (Fall, 1962.

________. et al. Deciding: Text and Leader's Guide. New York: McGraw-Hill Book Company. 1972.

George Washington University. Proceedings of Conference for the Evaluation of Instructional Materials (Washington, D.C., April 5-6, 1968.) Washington, DC: Special Education Instructional Materials Center, George Washington University. 1968.

Ghiselli, Edwin E. The Validity of Occupational Aptitude Tests. New York: John Wiley and Sons. 1966.

Gibson, Robert L. Career Development in the Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Gilpatrick, Eleanor. Train Practical Nurses to Become Registered Nurses: A Survey of the PN Point of View. Reasearch Report No. 1. New York: The Research Foundation, City University of New York. June, 1968.

Ginzberg, Eli. Career Guidance: Who Needs, Who Provides It, Who Can Improve It. New York: McGraw-Hill Book Company. 1971.

________. The Negro Potential, New York: Columbia University Press, 1956.

Glasser, W. School Without Failure, Harper & Row, New York City, 1969.

Goal Analysis, Mager, Fearon Publishers, Palo Alto, California. 1972

Goldhammer, K. and R.E. Taylor. Career Education--Prospective and Promise. Charles E. Merrill Publishing Company, Columbus, Ohio, 1972.

Goldman, L. Using Tests in Counseling, 2nd Edition. Alpleton, Century Crofts, New York City. 1971.

Goldstein, Harold, and Neal, Rosenthal, "Occupational Manpower and Training Needs." Occupational Outlook Quarterly. Vol. 15. No. 3 (Fall, 1971).

Goodspeed, J.M. Let's Go To A Dairy. Putnam, 1957.

________. Let's Go To A Garage. Putnam, 1957.

________. Let's Go To A Supermarket. Putnam, 1958.

________. Let's Go To A Watch Building. Putnam, 1956.

Gordin, Barton I. "Equality of Opportunity." Address delivered at Wayne State University, August, 1964.

Gordon, Edmund W. "Broadening the Concept of Career Education" IRCD Bulletin, a publication of the ERIC Information Retrieval Center on the Disadvantaged. Horace Mann-Lincoln Institute. Teachers College Columbia University. Vol. 9, No. 2, March 1973.

Gordon, George N. and Irving A. Falk. On the Spot Reporting. Messner, 1967.

____________________. Your Career In TV and Radio. Messner, 1967.

Grant, J. Douglas, et al. Develop New Career Ladders, With Appropriate Education Components, In the Administration of Justice. Technical Report. Oakland, CA: New Careers Development Organization. September 18, 1969.

Green, Emma. Let's Go To A Steel Mill. Putnam,1961.

Greene, Carla. Let's Learn About The Orchestra. Harvey House, 1967.

__________. Let's Meet the Chemist. Harvey House, 1966.

Gregersen, C.L. ed. A Composite of Ideas for Use in a High School Career Guidance Unit. California: Tehema County Schools Office. 1969.

Grol, Lini. Scissorscraft. Sterling, 1970.

Gronlund, Norman E. Stating Behavioral Objective For Classroom Instruction. New York: Macmillan, 1969-70.

Gruber, Elmar. Metal And Wire Sculpture.Sterling, 1969.

__________. Nail Sculpture. Sterling, 1968.

Guidelines for Planning Career Development Program K-12, Ohio Department of Education, Division of Guidance and Testing, 751 Northwest Blvd. Columbus, Ohio 43212.

Gunderson, Orley D.,et al. An Analysis of Occupational Titles and Competencies Needed in Off-Farm Agriculture Supplies Businesses. Teacher Education Research Series, Volume 7, No. 2. Harrisburg: Public Instruction; and University Park: Agriculture Experiment Station, Pennsylvania State University. June, 1966.

Gysbers, Norman.; Miller, Wilbur R.; and Moore, Earl J., eds. Career Development in the Elementary School: A Book of Readings. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Hamill, Lloyd and Rose. Let's Go to a National Park. Putnam, 1962

Hamilton, Lee David. Let's Go Aboard an Atomic Submarine. Putnam, 1965

__________. Let's Go to a Dam. Putnam, 1963.

__________. Let's Go to West Point. Putnam, 1962.

Harwood, Pearl Augusta, Mr. Bumba Plants a Garden. Lerner, 1964.

Hefflefinger, Jane and Elaine Hoffman, About Firemen. Melmont, 1957.

________________. At The Pet Hospital. Melmont, 1964.

Henry, Jules, Culture Against Man. New York Vintage Books, 1963.

Herr, Edwin L. and Cramer, Stanley H., Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston: Houghton Mifflin Company, 1972.

Herbert, Fred W., Careers in Natural Resource Conservation. Walck, 1965.

Hirshchfeld, Burt. Your Career in Theatre: Theatre Stagestruck. Messner, 1963.

Hoffman, Elaine and Jane Hefflefinger, About Family Helpers. Melmont, 1954.

________________. About Friendly Helpers Around Town. Melmont, 1967.

________________. About Friendly Helpers for Health and Safety. Melmont, 1954.

________________. About Helpers Who Work at Night. Melmont, 1963.

________________. About School Helpers. Melmont, 1955.

Holland, John L., The Psychology of Vocational Choice. Waltham, Maine. Blaisdell, 1966.

Hoppe, H., Whittling and Wood Carving. Sterling, 1964.

Hoppock, R., Occupational Information: Where to Get It and How to Use It in Counseling and Teaching. Third Edition, New York: McGraw-Hill Book Company, 1967.

How to Use Contingency Contracting in the Classroom, Lloyd Homme, Research Press.

Howard, Sylvia W., Tin Can Crafting. Sterling, 1964.

Hoyt, Kenneth B., et al., Career Education: What it is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Hudson, R. H., "Teacher, Your Work Ethic is Showing," American Vocational Journal, Vol. 48, No. 6, January, 1973.

Hurd, Michail, Soldiers' Songs and Marches . Walck, 1966.

Huntsman, Robert and Gilbertson, Eugene, "SUTOE Reference Materials", Unpublished paper. Oregon: Seaside Public Schools. N.D.

Hyde, Wayne. What Does A Cowboy Do?. Dodd, Mead & Company, 1963.

__________. What Does A Diver Do?. Dodd, Mead & Company, 1961.

__________. What Does A Forest Ranger Do?. Dodd, Mead & Company, 1964.

__________. What Does A Parachutist Do?. Dodd, Mead & Company, 1960.

__________. What Does A Secret Service Agent Do?. Dodd, Mead & Company, 1962.

Ickis, Marguerite, Weaving As A Hobby. Sterling, 1968.

Institute for Local Self Government. Some Who Dared: Community College Involvement with Public Service Aspects of the Urban Problem in California. Berkeley, California: Institute for Local Self Government, 1969.

Isaacson, Lee E., Career Information in Counseling and Teachings. Second Edition. Boston: Allyn and Bacon, 1971.

Isenstein, Harold, Creative Claywork. Sterling, 1960.

Israel, Marion. The Tractor On The Farm. Melmont, 1957.

Ivey, A. E., Microcounseling: Innovations In the Interviewing Training. Chas. C. Thomas, Springfield, Illinois, 1971.

Janvier, Jacqueline. Felt Crafting. Sterling, 1970.

Johnson, Irma Bolan. About Truck Farming. Melmont, 1962.

Johnson, Lyndon B. Manpower Report of the President. Washington: Government Printing Office, March, 1967.

Johnson, Siddie Joe. About The Engineer of a Train. Melmont, 1962.

Joint Committee of the National Education Association. Selecting Instructional Materials for Purchase. Procedural Guidelines. Washington, D.C. Joint Committee of the National Education Association and Association of American Publishers. 1972.

Jones, John. Let's Eat Out. Melmont, 1965.

K-12 Guide for Intergrating Career Development Into Local Curriculum, Wisconsin Department of Public Instruction, William C. Kahl, State Superintendent, Madison, Wisconsin.

Kagan, Jerome and Howard Moss. Birth to Maturity. New York: Wiley, 1962.

Kaplan, Albert A. and Margaret DeMille. Careers In Department Store Merchandising. Walck, 1962.

Kasper, Sydney H. Careers In The Building Trades. Walck, 1969.

Katz, N. Decisions and Values: A Rationale For Secondary School Guidance. College Entrance Examination Board, New York City, 1963.

Kaufman, William I. 1,001 Top Jobs For High School Graduates. New York: Bantam Books. 1965.

Keller, L.J. Career Education In-Service Training Guide. General Learning Corporation, 1972.

Kibler, R.J. L.L. Barker, and D.T. Miles. Behavioral Objectives and Instruction. Allyn and Bacon, Inc., Boston, 1970.

Kinsinger, Robert E., and Ratner, Muriel. Technicians for the Health Field - - A Community College Health Careers Study Program. A Final Report on Phase I of the Community College Health Careers Project. Albany: New York State Education Department. 1966.

Koestler, Frances A. Careers In Social Work. Walck, 1965.

Koplitz, E.D. Guidance in the Elementary School. W.C. Brown Company, Dubuque, Iowa, 1968.

Kotch, Alfred W. Personal Conversation. January 1972.

Kunzman, Leonard E. Career Education in Oregon. A Statement on Improvement of Vocational Instruction in Oregon Schools. Salem: Oregon State Board of Education. August 1, 1970.

La Croix, Grethe. Creating With Beads. Sterling, 1969.

Landin, Les. About Cowboys Around the World. Melmont, 1963.

___________. About Policemen Around the World. Melmont, 1964.

Lapp, Carolyn. Dentists' Tools. Learner, 1961.

Latham, Jean Lee. Trail Blazer of the Seas. Houghton Mifflin, 1956.

Lattin, Gerald W. Careers In Hotel and Restaurants. Walck, 1967.

Levine, David & Ira Mandelbaum. What Does a Peace Corps Volunteer Do? Dodd, Mead & Company. 1964.

Laws, Lee. Elementary Guide for Career Development: Grades 1-6. Austin, Texas: Education Service Center. 1970.

Lazarus, Harry. Let's Go To A Clothing Factory. Putnam, 1961.

Learner, Marguerite P. Doctors' Tools. Learner. 1959.

Leavitt, Jerome E. Carpentry For Children. Sterling, 1959.

Leonard, George E. Equality of Opportunity: Final Report of a Workshop for the Analysis and Study of Employment Problems of Minority Youth. Detroit: Wayne State University. 1964.

Leonard, George E., Developmental Career Guidance In Action. Detroit, Wayne State University, 1967.

Liston, R., On the Job Training and Where to Get It. Messner, New York City, 1973.

_________., Your Career In Law Enforcement. Messner, 1967.

Logsdon, Richard H. and Irene K., Library Careers. Walck, 1963.

Loheyde, K., Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level. Cornell Institute for Research and Development in Occupational Education, New York State College of Agriculture and Life Sciences, Ithaca , New York, 1973.

Long, Gilbert A., Clusters of Tasks Performed by Washington State Farm Operators Engaged In Seven Types of Agriculture Production--Grain, Dairy, Forestry, Livestock, Poultry, Horticulture, and General Farming. Report No. 27. Pullman: Department of Education, Washington State University; and Olympia: Washington State Board for Vocational Education. June, 1968.

Loughary, John W., "The Computer Is In." Personnel and Guidance Journal. Vol. 49, No. 3 (November, 1970.)

Love, Edwin L. "An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania". Unpublished Doctoral Dissertation. University Park: Pennsylvania State University, 1966.

McCarthy, Agnes., Let's Go To Court. Putnam, 1961.

_________., Let's Go To Vote. Putnam, 1962.

McKinley, Bruce., "Characteristics of a Good Occupational Information Delivery System." Unpublished paper. Eugene, OR: Career Information System, 1971.

Mager, Robert F., Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Mahoney, Harold J. "Information Services." High School Journal. Vol. 54, No. 4 (January, 1971)

Maley, Donald. An Investigation and Development of the Cluster Concept as a Program in Vocational Education at the Secondary School Level. Final Report, Phase I. College Park: University of Maryland. August 31, 1966a.

_________., Construction Cluster. College Park: University of Maryland. August 31, 1966b.

__________., *Electro-Mechanical Installation and Repair Cluster.* College Park: University of Maryland. August 31, 1966c.

__________., *Metal Forming and Fabrication Cluster.* College Park: University of Maryland. August 31, 1966d.

__________., *The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level.* Vol. I. Final Report for Phase II of the Cluster Concept Project. College Park: University of Maryland. August 31, 1967a.

__________., Vol. II, *Instructional Plans for the Construction Cluster.* College Park: University of Maryland, August, 1967.

__________., Vol. III, *Instructional Plans for the Metal Forming and Fabrication Cluster.* College Park: University of Maryland. August, 1967.

__________., Vol. IV, *Instructional Plans for the Electro-Mechanical Cluster.* College Park: University of Maryland. August, 1967.

__________., and Mietus, Walter S. *The Implementation and Furthur Development of Experimental Cluster Concept Programs Through Actual Field Testing and Evaluation at the Secondary School Level.* The Cluster Concept Project. Phase III, Interim Report. Washington, D.C.: United States Office of Education, Department of Health, Education and Welfare. August, 1968.

Marland On Career Education, American Education, November, 1971.

Marland, Sidney P., Jr., "Career Education". *Today's Education.* Vol. 60, No. 7 (October, 1971).

__________., "Career Education". Speech presented before luncheon meeting of National Press Club, December 15, 1971. Washington, D.C.: United States Office of Education, Department of Health, Education and Welfare. 1971.

Matthews, Esther E., et al. *Counseling Girls and Women Over the Life Span*. Washington, DC: National Vocational Guidance Association, 1972.

Mergendahl, T.E. and Sheldon Ramsdell. *What Does a Photographer Do?* Dodd, Mead & Company, 1965.

Meriel-Bussy, Yves. *The Embossing Repoussage of Metal*. Sterling, 1970.

Miel, Alice. *The Short-Changed Children of Suburbia*. New York: Institute of Human Relations Press, The American Jewish Committee, 1967.

Miller, Juliet. "Information Retrieval Systems in Guidance." *Personnel and Guidance Journal*. Vol. 49, No. 3 (November, 1970.)

Mills, Boyd C. and Pohmlow, Harold F. *Major Task and Knowledge Clusters Involved in Performance of Electronic Technicians' Work.* Pullman: Washington State University. December, 1966.

Minor, Frank J., Meyers, Roger A.; and Super, Donald E. "An Experimental Computer--Based Educational and Career Exploration System." *Perspectives on Vocational Development.* Edited by John M. Whitely and Arthur Resnikoff. Washington, DC: American Personnel and Guidance Association. 1972.

Mississippi State University. *A Basic Plan for the Organization and Management of Instruction in Vocational Metal Trades*. State College: Curriculum Laboratory, Department of Industrial Education, Mississippi State University. April, 1967.

Morrill, Weston H., and Forrest, David J. "Dimensions of Counseling for Career Developement." *Personnel and Guidance Journal*. Vol. 49, No. 4 (December, 1970).

Nathan, Raymond. *Careers in Airline Operations.* Walck, 1964.

National Advisory Council on Vocational Education. *Counseling and Guidance: A Call for Change*. Report No. 6 Washington, DC: National Advisory Council on Vocational Education. June 1, 1972.

National Information Center for Educational Media. *Index to 16 mm Educational Films*. Los Angeles: NICEM, University of Southern California. 1971a.

________________. *Index to 35mm Filmstrips*. Los Angeles: NICEM, University of Southern California. 1971b.

________________. *Index to 8mm Cartridges.* Los Angeles: NICEM, University of Southern California. 1971c.

________________. *Index to Educational Audio-Tapes*. Los Angeles: NICEM, University of Southern California. 1971d.

________________. *Index to Educational Video Tapes*. Los Angeles: NICEM, University of Southern California. 1971e.

________________. *Index to Educational Records*. Los Angeles: NICEM, University of Southern California. 1971f.

__________. Index to Educational Overhead Transparencies. Los Angeles: NICEM, University of Southern California. 1971g.

__________. Index to Producers and Distributors. Los Angeles: NICEM, University of Southern California. 1971h.

National Vocational Guidance Association. Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips and Printed Material. Washington, DC: National Vocational Guidance Association. 1972.

__________. Vocational Guidance Quarterly. Washington, DC: The National Vocational Guidance Association. Quarterly since 1960.

Neal, Harry E. Your Career in Aviation. (Skyblazers) Messner, 1966.

__________. Your Career in Banking. (Money Masters) Messner, 1961.

__________. Your Career in Conservation. (National Guard) Messner, 1966.

__________. Your Career in Engineering. (Engineers UNL) Messner, 1964.

__________. Your Career in Medical Research. Messner, 1968.

Newman, Shirlee Petkin and Diane Finn Sherman. About People Who Run Your City. Melmont, 1963.

Noble, Iris. Physician to the Children. Messner, 1963.

Norris, Willa, et al. The Information Service in Guidance: Occupational, Educational, Social. Second Edition. Chicago: Rand McNally. 1966.

Occupation Information. Robert Hoppack, McGraw-Hill Book Company, New York, 1967.

Occupations and Careers. S. Norman Feingold and Sol Siverdloff, Webster Division, McGraw-Hill Book Company, 1969.

O'Donnell, Beatrice. Worker Requirements and Methods of Entry into Home and Community Occupations Related to Home Economics: Brief Descriptions of Specific Occupations Classified into Six Clusters, Highlights of Areas of Work and Worker Trait Groups for Individual Occupations. Professional Education Series No. HE 17. East Lansing: Educational Publications Services, Michigan State University. January, 1967.

Ohio State Department of Education. "Career Development Needs of Minority Group Persons, K-12." Paper, Columbus: Ohio State Department of Education. 1971.

Olson, Jerry C. "The Marriageability of Vocational Education." School Shop. Vol. 25, No. 2 (October, 1965).

Olympus Research Corporation. Career Education: A Handbook for Implementation. Salt Lake City, UT: Olympus Research Corporation, and Baltimore: Maryland State Department of Education. February, 1972.

Oregon Board of Education. Career Education: The Oregon Way. Brochure. Salem: Oregon Board of Education.

________________. A Guide for Planning Career Education in Oregon Secondary Schools. Salem: Division of Community Colleges and Career Education, Oregon Board of Education. December, 1970.

Orr, John B. The Wonderful World of Food. Garden City, 1958.

Osipow, Samuel H. Theories of Career Development. New York: Appleton-Century-Crofts. 1968.

Parker, Bertha M. Ask The Weatherman. Golden Press. 1960.

Parnell Dale. "The Oregon Way: A State Plan for Applying Relevancy to Education. " American Vocational Journal. Vol. 44, No. 9 (December, 1969.)

Payton, Evelyn. About Farm Helpers. Melmont, 1958.

Peck, D. and Denman, F.L. Relative Importance and Preparation for Distributive Educational Subject Areas. Seattle: University of Washington.

Performance: Story of the Hanicapped. Washington, DC: The President's Committee on Employment of the Physically Handicapped. Monthly since 1950.

Perkins, Edward A., Jr. et al. Cluster of Tasks Associated with Performance of Major Types of Office Work. Final Report. Pullman: Washington State University. January, 1968.

Perrone, Phillip A. "Teaching Vocational Aspects of Development in the Eighth Grade." Vocational Guidance Quarterly. Vol. 20, No. 3 (March, 1972).

Philips, Eleanor. About the Driver of a Bus. Melmont, 1963.

Phillips, Mary G. The Makers of Honey. Crowell, 1956.

Place, Marion T. Let's Go To A Fish Hatchery. Putnam, 1966.

Polking, Kirk. Let's Go See Congress At Work. Putnam, 1966.

Popham, W. James, and Baker, Eva L. Planning an Instructional Sequence. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970.

Post High School Studies of Oregon High School Graduates. Oregon: Office of High School Relations, State System of Higher Education. June, 1971.

Preparing Instructional Objectives, Robert F. Mager, Fearon Publishers, Palo Alto, California. 1962.

Radlauer, Ruth S. About Men At Work. Melmont, 1967.

________________. About Women At Work. Melmont, 1959.

Rahmlow, Harold F. "Application of Cluster Research to Curriculum Development." From *The Job-Cluster Concept and Its Curicular Implications*. Edited by J.W. Cunningham. Raleigh: Center for Occupational Education, North Carolina State University. 1969.

______________. et al. *A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Food Service Work. Report No. 9*. Pullman: Washington State University. December, 1966.

Rees, Elinor. *At The Bank*. Melmont, 1959.

Riccobono, John A., and Cunningham, J.W. *Work Dimensions Derived Through Systematic Job Analysis: A Study of the Occupational Analysis Inventory*. Center Research Monograph No. 8. Raleigh: Center for Occupational Education, North Carolina State University. 1971

Ridley, Agnes F. *Gainful Employment in Home Economics; Phase I, An Assessment of the Occupational Opportunities in the State of Florida Utilizing Knowledge and Skills Derived from the Field of Home Economics*. Talahassee: Florida State Department of Education and Florida State University. 1967.

Roe, Anne. *The Psychology of Occupations*. New York: John Wiley and Sons. 1956.

Rosenfeld, Bernard. *Let's Go To The Capital*. Putnam, 1949.

______________. *Let's Go To The FBI*. Putnam, 1960.

______________. *Let's Go To The Supreme Court*. Putnam, 1960

______________. *Let's Go To The U.S. Mint*. Putnam, 1960.

______________. *Let's Go To The White House*. Putnam, 1959.

Ross, Larry L, "The Effectiveness of Two Systems for Delivering Occupational Information: A Comparative Analysis." Unpublished Dissertation. Eugene: University of Oregon. 1971.

Ryan, T. Antoinette, and Zeran, Franklin R. *Organization and Administration of Guidance Services*. Danville, ILL: The Interstate Printers and Publishers, Inc. 1972.

Sanford Central High School. "Proposal for the Development and Implementation of an Individually Scheduled Cluster Curriculum in Occupational Education." Sanford, North Carolina: Sanford Central High School. 1971.

Sarnoff, Paul. *Wall Street Careers*. Messner, 1968.

Schell, John W., and Arnold, Joseph P. *Curriculum Content for Six Technologies*. Urbana: College of Education University of Illinois. 1965.

Schima, Marilyn and Polly Bolian. *I Know a Nurse*. Putnam, 1968.

Schoenholtz, Jack B. "Small High Schools - Panacea or Malignancy." Phi Delta Kappan. Vol. 53, No. 9 (May, 1972).

Schools Without Failure. William Glasser. New York: Harper and Row, Publishers, 1969.

Sextant Systems, Inc. Career Information: A Directory of Free Materials for Counselors and Teachers. Milwaukee, Wisconsin: Sextant Systems, Inc.

Shadbolt, Michael J. "Evaluation of Occupational Information." Unpublished paper. Eugene: Career Information System, University of Oregon. 1972.

Shannon, Terry. About Ready To Wear Clothes. Melmont, 1960.

Sheets, Don R., and Dahlor, Hollis W. "The Cluster Concept: Kansas City Style." American Vocational Journal. Vol. 42, No. 7 (October, 1967).

Shipley, Anna F. Analysis of Tasks in Three Home Related Occupations. Ames: Iowa State University of Science and Technology. 1967.

Simpson, Willma W. About News and How It Travels. Melmont, 1960 edition and 1961 edition.

Singh, Surrendra P., and Barnard, James. Evaluation of Instructional Materials - An Approach; A Position Paper. Tampa: University of South Florida. February, 1969.

Sjogren, D. Review and Synthesis of Research Adaptability. Information Series No. 42, Columbus: The Center for Vocational and Technical Education, The Ohio State University. July, 1971.

________________. "A Functional Approach to Curriculum Development." From The Job-Cluster Concept and Its Curriculum Implications, edited by J.W. Cunningham. Raleigh: Center for Occupational Education, North Carolina State University. 1969.

________________. et al. The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment. Final Report. Fort Collins: Colorado State University; and Lincoln: Nebraska University. September, 1967.

Smith, Brandon B., and Moss, Jerome, Jr.,eds. Report of a Seminar Process and Techniques of Vocational Curriculum Development. Minneapolis: Minnesota Research Coordinating Unit in Occupational Education, University of Minnesota. April, 1970.

Sootin, Laura. Let's Go To An Airport. Putnam, 1957.

_____________. Let's Go To A Bank. Putnam, 1959.

_____________. Let's Go To A Circus. Putnam, 1960.

_____________. Let's Go To A Farm. Putnam, 1958

__________. Let's Go To A Newspaper. Putnam, 1956.

__________. Let's Go To A Police Station. Putnam, 1957.

__________. Let's Go To The Zoo. Putnam, 1959.

Spencer, Lila. Exciting Careers for Home Economists. Messner, 1957.

Splaver, Sarah. Careers in Personnel Administration. Walack, 1962.

______________. Your Career If You're Not Going To College. Messner, 1963.

______________. Your College Education - How To Pay For It. Messner, 1967.

Stein, Vivian. Batik As A Hobby. Sterling, 1969.

Stever, Dorothy V. The Freight Yard. Melmont, 1958.

________________. The Wholesale Produce Market. Melmont, 1955.

Stuart, Merrie. The Airplane At The Airport. Melmont, 1958.

Strose, Sussanne. Candlemaking. Sterling, 1968.

________________. Coloring Papers. Sterling, 1968.

________________. Making Paper Flowers. Sterling, 1970.

________________. Potato Printing. Sterling, 1968.

Super, Donald E. Computer-Assisted Counseling. New York: Teacher's College Press, 1970.

________________. The Psychology of Careers. New York: Harper.

________________, and Bachrach, Paul, Scientific Careers and Vocational Development Theory. New York: TC Bureau of Publication, 1957.

Talmadge, Marian and Iris Gilmore. Let's Go To A Truck Terminal. Putnam, 1964.

The Counselor and Career Education. Elizabeth Wampler, Indiana Department of Public Instruction, Indianapolis, Indiana, 1973.

The Courage to Change: New Directions for Career Education. Edited by Roman C. Pucinski and Sharlene Pealman Hirsch, Prentice-Hall, Englewood Cliffs, New Jersey, 1971.

The Psychology of Vocational Choice, J.L. Holland, Blaisdell Publishing Company. Waltham, Massachusetts, 1966.

Theories of Career Development. S.H. Osipow, Appleton Century Crofts, New York, New York.

Thomas, Leon L. "A Cluster Analysis of Office Operations." Journal of Applied Psychology. Vol. 36, No. 4, (August, 1952).

Talmadge, Marian and Iris Gilmore. Let's Go To A Truck Terminal. Putnam, 1964.

The Counselor and Career Education. Elizabeth Wampler, Indiana Department of Public Instruction, Indianapolis, Indiana, 1973.

The Courage to Change: New Directions for Career Education. Edited by Roman C. Pucinski and Sharlene Pealman Hirsch. Prentice-Hall, Englewood Cliffs, New Jersey, 1971.

The Psychology of Vocational Choice. J.L. Holland, Blaisell Publishing Company, Waltham, Massachusetts, 1966.

Theories of Career Development. S.H. Osipow, Appleton Century Crafts, New York, New York.

Thomas, Leon L. "A Cluster Analysis of Office Operations." Journal of Applied Psychology, Vol. 36, No. 4 (Aug., 1952)

Toffler, Alvin, ed. Learning for Tomorrow. The Role of the Future in Education. New York: Vintage Books, 1974.

Total Career Capability for All, Fort Wayne Community Schools, 1230 South Clinton Street, Fort Wayne, Indiana 46802.

Towards a More Relevant Curriculum. Institute for Development of Educational Activities, Inc., P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419.

Towne, D.C., et al. "It's Time for More Comparison Shopping." American Vocational Journal. Vol. 47, No. 5 (May, 1972).

Turnbull, W.W., ed. Proceedings of the Conference on Career Education. Princeton, N.J.: Educational Testing Service, 1972.

Turnquist, Carl H. "A Cluster Analysis of Office Operations." Journal of Applied Psychology. Vol. 36, No. 4 (August, 1952).

Tyler, Leona E. The World of the Counselor. Third Edition. N.Y.: Appleton-Century-Crafts. 1969.

U.S. Dept. of Commerce. "Mobility of the Population of the U.S., March 1963 to March 1964." Current Population Reports: Population Characteristics. Census Publication Series P. 20, No. 141. Washington, D.C.: Bureau of Census, Dept. of Commerce. Sept. 7, 1965.

U.S. Dept. of Labor. College Educated Workers, 1968-1980: A Study of Supply and Demand. Washington, D.C.: Bureau of Labor Statistics, U.S. Dept. of Labor. 1970.

______________. Dictionary of Occupational Titles, 1965.Vol. I, Definition of Titles. Washington, D.C.: Bureay of Employment Security, U.S. Dept. of Labor. 1965.

______________. Dictionary of Occupational Titles, 1965. Vol. II, Occupational Classification and Industry Index. Washington, D.C.: Bureau of Employment Security, Dept. of Labor, 1965.

______________. Tomorrow's Manpower Needs. Vol. III, National Trends and Outlook: Occupational Employment. Bulleting No. 1606. Washington, D.C.: Bureau of Labor Statistics, Dept. of Labor. February, 1969.

U.S. Office of Education. Career Education. Washington, D.S.: Office of Education, Dept. of Health, Education and Welfare. 1971.

______________. Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education. Washington, D.C.: Office of Education, Dept. of Health, Education and Welfare. 1964.

Values Clarification. Sunman, Howe and Kirschenbaum. Hort Publishing Co. 1973.

Van Hoose, William and Leonard, George. "Vocational Guidance in Elementary Schools." Guidance Journal, Vol. 5, Fall, 1966.

Venn, Grant. Man, Education, and Manpower. Washington, D.C.: American Association of School Administrators, and National Education Association. 1970.

______________. "Vocational Education in a Dynamic Labor Market." Manpower. Vol. 1, No. 9 (October, 1969).

Vernon, Phillip. "Ability Factors and Environmental Influences," The American Psychologist. Vol. 20, No. 9, September, 1965.

Vocational Counseling, Some Historical, Philosophical, and Theoretical Perspectives, E.G. Williamson. McGraw-Hill Book Company, New York, 1965.

Vocational Education and Guidance, A System for the Seventies. James A. Rhodes. Charles E. Merrill Publishing Company, Columbus, Ohio, 1971.

Vocational Guidance and Career Development: A Book for Readings. Edited by Peters and Manson, New York. Macmillan Company, 60 Fifth Avenue, New York 10011.

Wacks, Theodore, Jr. Careers In Engineering. Walck, 1964.

_______________. ___________Research Science." 1961.

Wallenstein, Robert J. Knowledges Commonly Useful in Twelve Allied Health Occupations. Report No. 29. Final Report. Pullman: Dept. of Education, Washington State University, and Olympia: Washington State Coordinating Council for Occupational Education. August, 1968.

Ward, John Owen. Careers In Music. Walck, 1968.

Watson, Donald, et al. Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation: Phase I--Manpower Needs, Data Collection Devices, and Occupation Clusters. Exhibit A. Eugene: Oregon University, December, 1965.

Watson, Edward G. Occupational Report on Draftsmen. Eugene: Career Information System. University of Oregon. 1972.

Wayne State University. Career Guidance Manual for Teachers. Detroit, MI: Development Career Guidance Project, Wayne State University. 1968.

Webb, Robert. Magic of Steel and Oil. Grosset and Cunlap, 1965.

Wells, Robert. What Does An Astronaut Do? Dodd, Mead, and Company. 1961.

West, William R. Letter dated July 21, 1972.

Wiles, Kinball. The Changing Curriculum of the American High School. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1963.

Williams, Barbara. I Know a Bank Teller. Putnam, 1968.

_______________. I Know a Fireman. Putnam, 1967.

_______________. I Know a Garageman. Putnam, 1968.

_______________. I Know a Mayor. Putnam, 1966.

_______________. I Know a Mayor. Putnam, 1967.

Wilkinson, Jean and Ned. Come To Work With Us In An Airport. Sextant, 1970.

Wilkinson, Jean and Ned. Come To Work With Us In A Hospital. Sextant, 1970.

________________________. Come To Work With Us In House Construction. Sextant, 1970.

________________________. Come To Work With Us In A Toy Factory. Sextant, 1970.

________________________. Come To Work With Us In A TV Station. Sextant, 1970.

Willson, Robina B. Musical Instruments. Walck, 1966.

Witzig, H. & G.E. Kuhn. Making Dolls. Sterling, 1969.

Wolansky, William D. "Oregon Musters a Statewide Commitment to Clusters." School Shop. Vol. 29, No. 9 (May, 1970).

Wolfbein, Seymore L. Occupational Information. A Career Guidance View. New York: Random House, Inc. 1968.

Wolfe, Louis. Let's Go To A City Hall. Putnam, 1958.

____________. Let's Go To A Weather Station. Putnam, 1959.

____________. Let's Go To A Planetarium. Putnam, 1958.

Wood, Paul W. Stained Glass Crafting. Sterling, 1971.

World of Work. K. Hoyt, College Park, Maryland: University of Maryland, 1971 (paper).

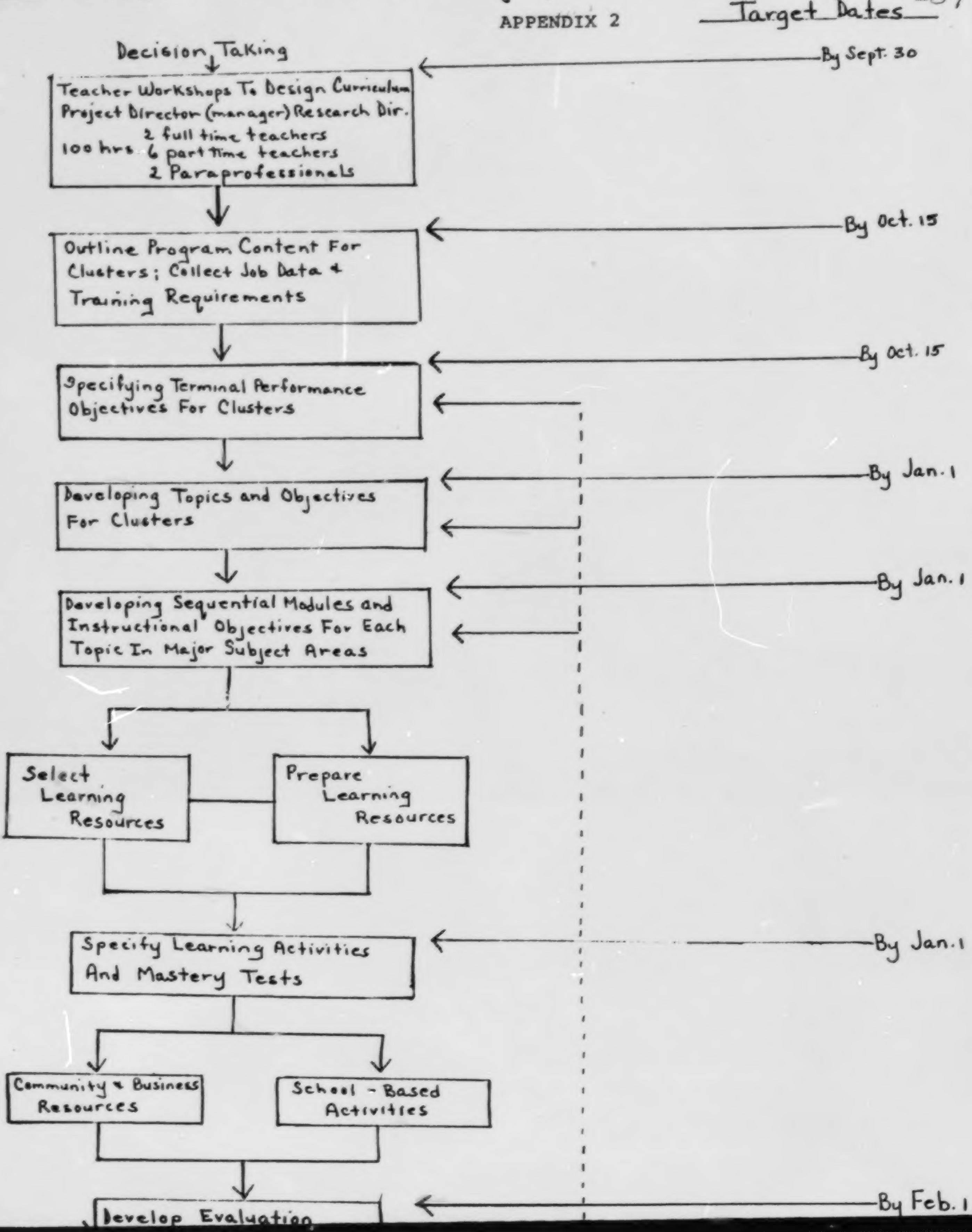
Yates, Brock. Plastic Foam for Arts and Crafts. Sterling, 1965.

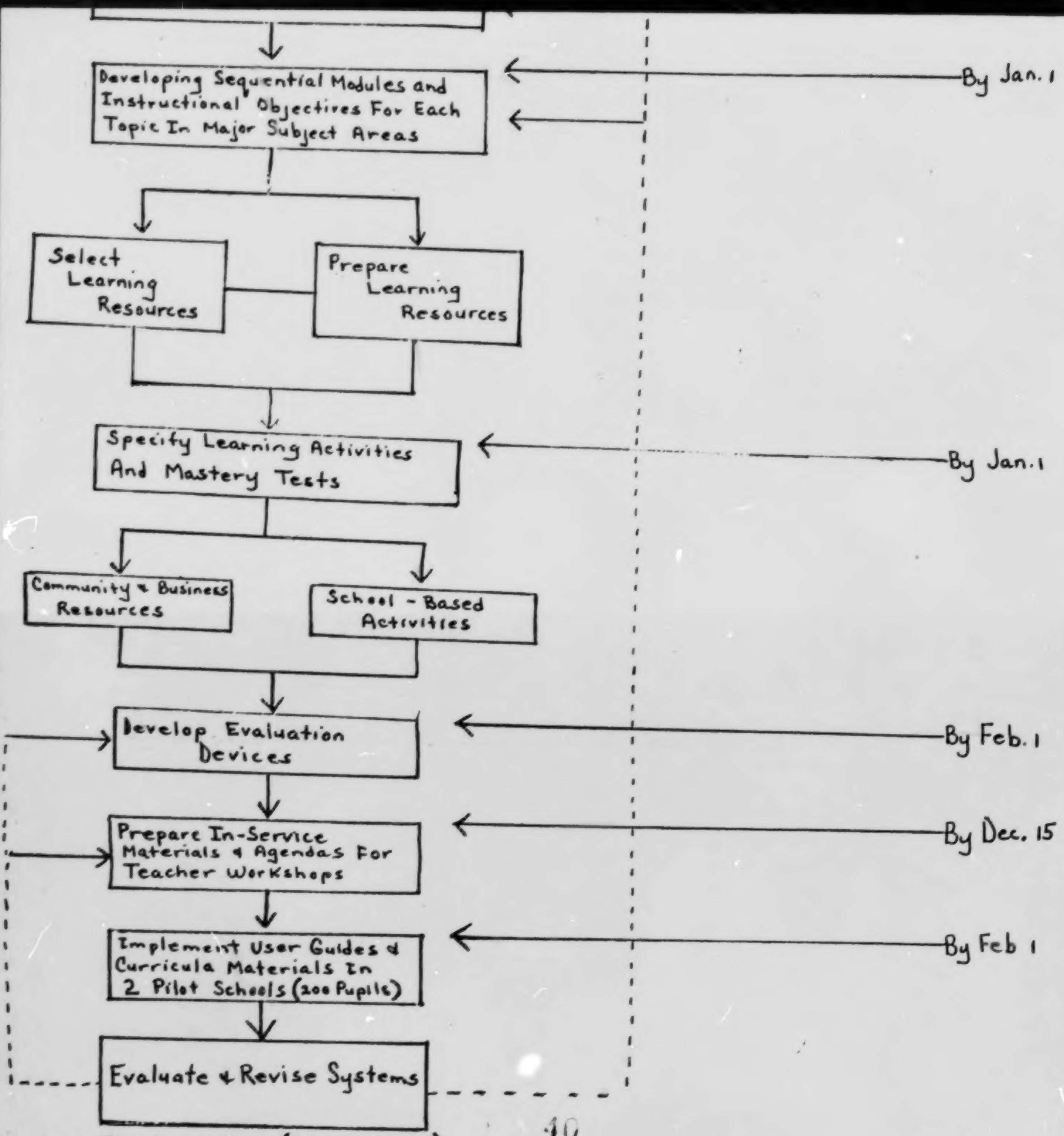
Young, Patricia. Great Performers. Walck, 1967.

Zechlin, Katharina. Creative Enamelling and Jewelry Making. Sterling, 1965.

Career Education Instructional Delivery System Flow Chart

APPENDIX 2


Target Dates
Decision Taking
Teacher Workshops To Design Curriculum
Project Director (manager) Research Dir.
100 hrs 2 full time teachers
6 part time teachers
2 Paraprofessionals
By Sept. 30
Outline Program Content For Clusters; Collect Job Data & Training Requirements
By Oct. 15
Specifying Terminal Performance Objectives For Clusters
By Oct. 15
Developing Topics and Objectives For Clusters
By Jan. 1
Developing Sequential Modules and Instructional Objectives For Each Topic In Major Subject Areas
By Jan. 1
Select Learning Resources
Prepare Learning Resources
Specify Learning Activities And Mastery Tests
By Jan. 1
Community & Business Resources
School - Based Activities
Develop Evaluation
By Feb. 1


Developing Sequential Modules and Instructional Objectives For Each Topic In Major Subject Areas
By Jan. 1
Select Learning Resources
Prepare Learning Resources
Specify Learning Activities And Mastery Tests
By Jan. 1
Community & Business Resources
School - Based Activities
Develop Evaluation Devices
By Feb. 1
Prepare In-Service Materials & Agendas For Teacher Workshops
By Dec. 15
Implement User Guides & Curricula Materials In 2 Pilot Schools (200 Pupils)
By Feb 1
Evaluate & Revise Systems

- - - - Feedback Loop (Feb.- June 1976)
Based on Teachers Experience & Pupil Performance In 2 Pilot Schools

APPENDIX 3
(One of Five Modules)

MODULE: Introduction To Careers

GRADE LEVEL: 5

SUGGESTED TIME SPAN: 4 weeks

SUB PROGRAM OBJECTIVES

Students will become aware of the following:

1. How the world of work relates to a person's future;

2. The many varied job opportunities available in the world of work.

GRADE 5 INSTRUCTIONAL OBJECTIVES

The student will be able to:

1. Comprehend the meaning of a career;
2. Develop positive attitudes towards work;
3. Hold jobs in school and gain work experience;
4. Identify the vast variety of occupations in the world of work;
5. State personal qualifications for a career of interest;
6. State the different reasons people work;
7. Identify how interests, abilities, and values affect a career choice;
8. Identify how an avocation (hobby) can be helpful in the selection of a successful career.

GRADE 5

INTRODUCTION TO CAREERS

MODULE LABORATORY PROJECT

PART I

"I AM ME" BOOKLET

1. Discuss with the class how people differ from one another. Discuss reasons that people differ and what would the world be like if people were all the same? Obvious physical differences are discussed as well as differences in personality and intelligence.

2. To aid students in recognizing their own individuality, they compile "I Am Me" books. The following will be the form of the booklets:

   NAME:

   SELF-PORTRAIT

   a. Draw a picture of you and your family.
   b. Draw something you like to do.
   c. Draw something you don't like to do.
   d. Draw something you do well.
   e. Draw something you can't do now but would like to be able to do when you are older.
   f. Draw a picture of you working at home.
   g. Draw a picture of you working at school.
   h. Draw a picture of yourself in twenty years.

GRADE 5

INTRODUCTION TO CAREER

MODULE LABORATORY PROJECT

PART II

ASSOCIATION

1. Activity Procedures

   a. Divide the class into two teams.

   b. The paper bag containing the slips of paper with occupational titles is passed around the room and each child takes a slip.

   c. Beneath the occupational title each child writes or copies down the name of one tool or object associated with the occupation chosen. The teams put their slips of paper into a team bag.

   d. Two students from one team volunteer to start the game. One student draws a slip of paper out of the opposing team's bag, while the other goes to the chalkboard. He or she does not know what tool or object the partner has drawn. (ONLY the student drawing the slip knows what it says.)

   e. The student holding the slip of paper proceeds to describe the tool or object for the student at the chalkboard, who draws it as it is being described. Only the shape of the object is described, not its

44

nature. (Option: if students find it too difficult to describe the object by its shape, it can be described by its nature or some other means.)

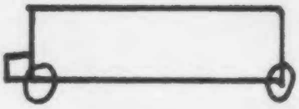
For example, truck - truck driver.

Draw a large rectangle.

Draw a small square and attach it to the front of the rectangle.

Now move the small square down so its bottom line is even with the bottom line of the rectangle.

Draw two circles - one at the bottom left corner of the rectangle and one at the bottom right corner.



The other members of the team try to guess the tool or object being described and drawn and the occupation related to it. Team members are allowed to guess while the drawing is in progress. The student describing the tool or object may only respond with a "yes" or "no" to team guesses.

If the tool or object is guessed correctly the team is awarded two points. If both the tool or object and occupation are guessed correctly, the team is given three points.

The game continues, alternating one team and then the other. All students get a turn either describing or drawing.

The team with the most points wins.

2. Possible List of Tools or Objects and Occupations

Doctor - stethoscope, thermometer

Artist - easel, paint brush

Mailperson - letter with stamp, mailbox

Garbage collector - trash can

Baker - cake, stove

Dentist - tooth, toothbrush

Farmer - rake, tractor

Forest ranger - tree, axe

Bank Teller - money, safe

Barber - scissors, comb

TV repairperson - television, screwdriver

Telephone operator - telephone, earphone

Librarian - book, shelf

Florist - flower, pot

Truck driver - truck, road

Jockey - horse, saddle

Football player - football, goal posts

Firefighter - fire, hose

Teacher - chalkboard, pencil

CAREER LABORATORY MATERIALS - GRADE 5

I. Instructional Materials

VENDOR	I.O. KEY	HANDS-ON ACTIVITY MATERIALS
ABT Publications	7	Exploring Careers
Counselor Films	4	Children's Dictionary of Occupational Titles
Developmental Learning Materials	4	Occupational Word Hunt I, II
		Written Language Cards - Careers
		Career Identity Cards
Houghton Mifflin	2,5,6,7	Career Insights and Self-Awareness Games
Janus Book Publishers	2,7	Job Interview File and Kit
Science Research Associates	2,7	Expo 10: Exploring Career Interests

CAREER LABORATORY MATERIALS - GRADE 5

II. Audio-Visual Materials

VENDOR	I.O. KEY	HANDS-ON ACTIVITY MATERIALS
Counselor Films	2,4	Education: Who Needs It? (Sound Filmstrip Program)
	All	The World of Work (16mm Film)
Guidance Associates	2	Unemployment: The Exploited Generation (Sound Filmstrip Program)
Westinghouse Learning	1,4,6	The American Worker (Sound Filmstrip Program)
WNYE-FM	7	Discover Yourself: Discover A Career; Getting To Know Yourself (Cassette)

MATERIALS RELATED TO CLASSROOM ACTIVITIES - GRADE 5

The materials needed for the activities listed below can be obtained from the Career Laboratory.

ACTIVITY NUMBER	MATERIALS NEEDED
1	"Me In The Future" (Questionnaire
2	Application For Classroom Jobs (Form)
3	Career Puzzle
4	The Job (Poem)
5	New York Times Student Worksheet Reasons People Find Work Satisfying
6	New York Times Student Worksheet Job Interests
8	Autobiography Topics (Study Sheet)
9	Case Studies (Study Sheet)
12	Occupations (Study Sheet)
13	Career Songs
18	Classified Advertisements (Study Sheet)
19	Think, Think, Think Of A Job (Study Sheet)
20	Get Dressed For Work (Study Sheet)

INSTRUCTIONAL ACTIVITIES - GRADE 5

MODULE: Introduction to Careers

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
1	7	Students complete, "Me In The Future" Questionnaire, (student workbook p.1). The teacher should review these to determine interests, aspirational levels, and self concepts of the children.	M I A
2	2,3	The Employment Bureau	
		a. Teacher posts jobs in classified format on a class bulletin board.	M I A
		b. Students are interviewed by an employment counselor (classroom teacher and demonstration teacher) to determine students interests and job possibilities.	
		c. Job application form is filled out (student workbook p.2).	
		d. Students are then referred for a second interview and decisions are made on the applicants for each job.	
		e. Students work at specified jobs for which job descriptions have been	

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
		written for a four week period. Specific work tasks have to be learned during that time. Work hours for each job are determined by the teacher. f. Buttons can be made by each job trainer to include name, job title, and possibly trainee's picture.	
3	4	Students complete the career puzzle attached containing the fifteen occupational clusters. Teachers should discuss the meaning of each of these clusters with the children (student workbook p.3). Note: A teacher resource sheet on job clusters is part of the program user guide, and has been reproduced here for teacher reference (exhibit 1).	M I A
4	2	Students read poem entitled, "The Job" to understand the importance of being able to choose a career (student workbook p.4). Class discussion should follow.	M I A

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEM LEVEL
5	2,6	Students use the New York Times lesson entitled, "Why Do People Work?" and a copy of a newspaper to understand why people work (worksheet 1). Note: Modified and intermediate level classes may use a copy of a classroom weekly reader for this activity.	M I A
6	7	Students use the New York Times lesson entitled, "Job Interests," to understand how an awareness of their interests will result in a wiser career choice (worksheet 2). Note: Modified and intermediate level classes may use a copy of a classroom weekly reader for this activity.	M I A
7	5,7	Students establish a career file at the start of this module for an occupational field that is of interest to them. Note: See New York Times lesson (worksheet 3).	M I

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
8	6	Biography and Autobiography Teacher reads an excerpt from the biography of a famous person who has worked successfully toward a career or the attached biographical sketch of Bess Meyerson. Questions such as those listed following the selection might then be asked (student workbook p.5). The children then write their own autobiographies. Note: Sample autobiography topics (student workbook p.8).	I A
9	1,7	Case Studies Students read the short description about other children who have specific career interests. Teacher should stress the relationships between abilities and future careers. Children examine the cases and formulate conclusions (student workbook p.10). Pupils may then make up their own case studies.	M I A
10	2	Teacher describes situations involving work attitudes. The pupils then may write the dialogue and act	M I A

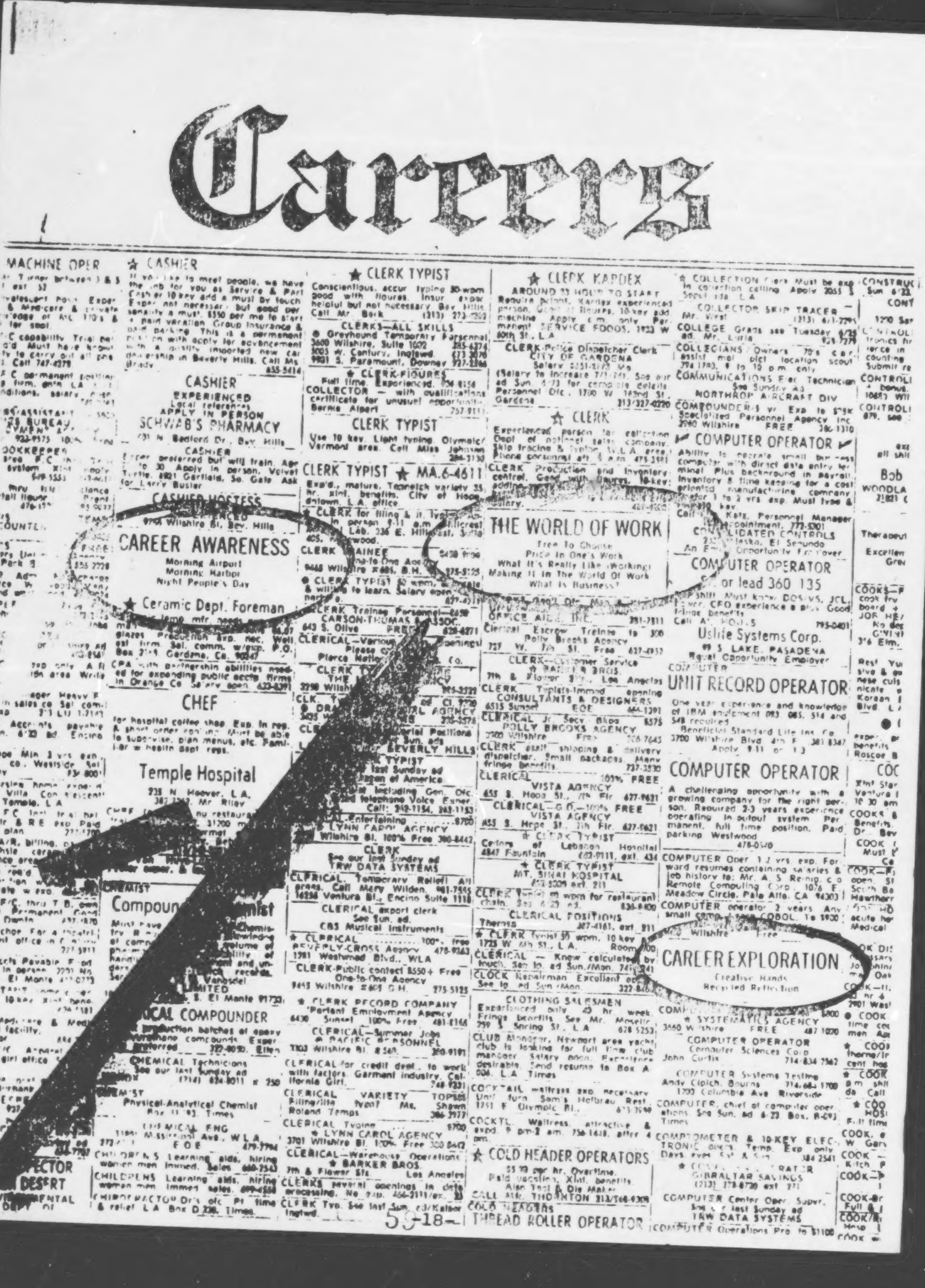
ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMEN LEVEL
		out a playlet (advanced classes) or they may role play the ending. Following are some suggested situations: ...A secretary is fired because she makes personal calls. ...A messenger boy does not deliver a message because he is tired. ...Two boys deliver newspapers after school, and one always has more customers. ...A family has a conference to decide which household jobs each member should have. ...A boy has difficulty studying because of the noise at home.	
11	4	Students choose a product such as a hamburger, a dress, newspaper, etc. and list the people involved in making it. Class discussion should follow.	M I A
12	4	Students are given the list of occupations (student workbook p.12) and asked to answer the questions below the list.	I A

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
13	2,7	As an assembly program exercise, the children can learn and sing the songs presented on student workbook p.14 that relate to career choice.	M I A
14	7	Students read and discuss the, "Me and My World Story " in order to see the relationship between their own interests, abilities, and values and future successful career choice (exhibit 2).	M I A
15	8	Students discuss their own hobbies using the discussion questions that follow: What is a hobby? What are some benefits that people might gain from having hobbies? Do you have a hobby? What is it? Why does this hobby interest you? What skills does it require? What talents does it require? What is the difference between skill and talent? If you don't already have one, what type of hobby might interest you? Why? Do you think it is important for people	M I A

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
		to have hobbies? Why? Can you think of hobbies you might have now that could help prepare you for a future career? What are they? How might these hobbies help prepare you for your future occupation? The teacher can then relate how hobbies might reveal an individual's search for a career. Student workbook p.15 has been provided for this activity.	
16	8	Students write the name of a job that interests them. They then make a list of hobbies that would help prepare them for this job.	M I A
17	7	Use a silhouette of a human figure along with three captions. (Interests + Abilities = Possible Occupations) Students develop a hypothetical person making up interests and abilities. Then they make a list of occupations the individual could do well in because of his interests and abilities.	I A

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
18	5	Using the actual classified advertisement models on student workbook p.17, students write a classified advertisement for a job in which they are interested. In this advertisement, they should state their own personal qualifications for the job.	M I A
19	7,8	Students look at themselves and the people around them and try to imagine what jobs they will have in the future. Class discussion should follow utilizing "Think, Think, Of A Job" (student workbook p.18).	M I A
20	4	Students use their imaginations to put clothes on people that show the work they do. Discussion questions are provided on the student worksheet, "Get Dressed For Work" (student workbook p.19).	M I A
21	4	Job Password - A set of two teams of two students each is set up. A timer gives one minute to see how many occupations they can identify. One	M I A

ACTIVITY NUMBER	I.O. KEY	ACTIVITY	ACHIEVEMENT LEVEL
		partner gives one-word clues without naming the occupation until the other guesses it. Examples: Farmer Teacher Doctor Fisherperson	



Careers

MACHINE OPER
... Turner between 3 & 5 ... ext 52
...valescent hosp. Exper & Medicare & private ...ledge of ... 170's & ... for empl.
...C capability. Trial per... d'd. Must have knowl... ty to carry out all phe... Call 747-4379
...C permanent position ... firm, entn LA ... nditions, salary ...
...ASSISTANT ... BUREAU ... 922-9575 ...
...OOKKEEPER ... free F.C ... system ... 549-5553
... COUNTE...
... sales co. Sal. com... 1-7149
...G. Accountants payable ... Sun. 6/23 ad. Encino
...chge. Min. 3 yrs. exp. ... co. Westside. Sal. ...
Nursing home exper ... Villa Con valescent ... W. Temple, L.A.
... F.C. ... & R.E. exp. Paid ... plan 777-1700
... A/R, billing ... While ... area
... F/C, thru T.B. ... Permanent. Cond ... to Downtn 497-1870
... full chge. For a theatri... office in ... 777-3011
...A ccts Payable. F. ... ply in person. 2231 No. ... So. El Monte 4??-0773
...EPTIONIST ... 10 key. Xlnt. bene... 926-1381
... Medicare & Medi... bed facility.
... F/C ... 3 girl office
...OKKEEPER ...
...ECTOR ... DESERT ... ENVIRONMENTAL ... DEPT OF

★ CASHIER

If you like to meet people, we have the job for you as Service & Part Cashier or 10 key and a must by touch. Exper not necessary, but good personality a must. $550 per mo to start + paid vacation. Group Insurance & paid parking. This is a permanent position with apply for advancement with a quality imported new car dealership in Beverly Hills. Call Ms Brady 655-5414

CASHIER
EXPERIENCED
Local references
APPLY IN PERSON
SCHWAB'S PHARMACY
431 N. Bedford Dr., Bev. Hills

CASHIER
Exper preferred but will train. Age ... to 30. Apply in person, Velvet Turtle, 8801 Garfield, So. Gate. Ask for Larry Busler

CASHIER-HOSTESS
EXPERIENCED
9??? Wilshire Bl., Bev. Hills

CAREER AWARENESS

Morning Airport
Morning Harbor
Night People's Day

★ Ceramic Dept. Foreman
... lamp mfr. needs ... glazes. Production exp. nec. Well est. firm. Sal. comm. w/exp. P.O. Box 2149, Gardena, Ca. 90247

CPA with partnership abilities needed for expanding public accts. firms in Orange Co. Salary open. 633-8391

CHEF
for hospital coffee shop. Exp. in req. A short order cook ... Must be able to supervise, plan menus, etc. Familiar w health dept regs.
Temple Hospital
235 N. Hoover, L.A.
387-2242, Mr. Riley

CHEF ... nu restaurant ... $1200 m... gourmet ...

CHEMIST
Compoun [illegible] mist
Must have ... Chemistry ... knowledge of comp... volume of pharm... ability of handling ... and understand ... records. ... Vanosdel ... LIMITED ... S. El Monte 91733

...ICAL COMPOUNDER
... production batches of epoxy ... urethane compounds. Exper preferred 322-8050, Ellen

CHEMICAL Technicians See our last Sunday ad (714) 834-8011 x 250

CHEMIST
Physical-Analytical Chemist
Box 11-93, Times

CHEMICAL ENG
1186 Mississippi Ave., W.L.A.
273-... EOE 479-7794

CHILDREN'S Learning aids, hiring women men immed. Sales 660-2543

CHILDRENS Learning aids, hiring women men immed. sales. 699-4588

CHIROPRACTOR Dr's ofc. Pt time & relief L.A. Box D 236, Times.

★ CLERK TYPIST
Conscientious, accur. typing 50-wpm good with figures. Insur. exper helpful but not necessary. Bev. Hills. Call Mr. Berk (213) 273-7262

CLERKS—ALL SKILLS
● Greyhound Temporary Personnel
3600 Wilshire, Suite 1002 385-4374
3005 W. Century, Inglewd. 673-3070
9901 S. Paramount, Downey 927-2266

★ CLERK-FIGURES
Full time. Experienced. 934-8156

COLLECTOR — with qualifications certificate for unusual opportunity. Bernie Alpert 757-9111

CLERK TYPIST
Use 10 key. Light typing. Olympic/Vermont area. Call Miss Johnson 384-7130

CLERK TYPIST ★ MA.6-4611
Exp'd., mature. Teamwork variety 35 hr. xlnt. benefits. City of Hope dntown. L.A. office.

★ CLERK for filing & lt. typing ... In person 9-11 a.m. Hillcrest Medical Lab. 336 E. Hillcrest, Suite 405, ...wood.

CLERK TRAINEE $450 free One-to-One Agency 9465 Wilshire #685, B.H. 275-5125

● CLERK TYPIST 60 wpm, ... & willing to learn. Salary open. ... 627-4?1?

CLERK Trainee Personnel—$650 CARSON-THOMAS & ASSOC. 643 S. Olive FREE 628-6271

CLERICAL—Various ... openings! Please c... Pierce Natio... Co.

CLERK TY... THE ...ENCY 3250 Wilsh... 385-3321

CLK. ... ad CI ... ● ORA... ...AL AGENCY 3435 W... 380-3578

CLE... ...rial Positions ... Sun. ads ... BEVERLY HILLS

...K TYPIST ... last Sunday ad ... of America ... including Gen. Ofc. ... telephone Voice Exper. Call: 213-1154, 283-1153

...AL-Entertaining ... $700 ... LYNN CAROL AGENCY ... Wilshire Bl. 100% Free 380-8442

CLERK
See our last Sunday ad
TRW DATA SYSTEMS

CLERICAL. Temporary Relief! All areas. Call Mary Wilden. 981-7555 16236 Ventura Bl., Encino Suite 1118

CLERICAL export clerk
See Sun. ad.
CBS Musical Instruments

★ CLERICAL .... 100% free BEVERLY-CROSS Agency 478-9343 1781 Westwood Blvd., WLA

CLERK-Public contact $550+ Free One-to-One Agency 9465 Wilshire #685 B.H. 275-5125

★ CLERK RECORD COMPANY
'Perfect Employment Agency
6430 Sunset 100% Free 461-8366

CLERICAL—Summer Jobs
★ PACIFIC PERSONNEL
3303 Wilshire Bl. #569. 380-9191

CLERICAL for credit dept., to work with factors. Garment industry. California Girl. 748-9231

CLERICAL VARIETY TOP$$ Filing/lite typ. Ms. Shawn Roland Temps 386-3977

CLERICAL Typing ... $700
★ LYNN CAROL AGENCY
3701 Wilshire Bl. 100% Free 380-8442

CLERICAL—Warehouse Operations
★ BARKER BROS.
7th & Flower Sts. Los Angeles

CLERKS several openings in data processing. No exp. 466-2111/ex. 33

CLERK Typ. See last Sun. ad/Kaiser Inglwd.

★ CLERK KARDEX
AROUND $3 HOUR TO START
Require bright, Kardex experienced person. Good at figures, 10-key add machine. Apply a.m. only. Permanent. SERVICE FOODS, 1923 W 60th St., L.A.

CLERK-Police Dispatcher Clerk
CITY OF GARDENA
Salary $531-$??? Mo
(Salary to increase 7/1/74). See our ad Sun. 6/23 for complete details. Personnel Ofc., 1700 W. 162nd St., Gardena 213/327-0220

★ CLERK
Experienced person for collection Dept of national sales company. Skip tracing & typing. W.L.A. area. Phone personnel aft. 1 p.m. 475-3591

CLERK Production and Inventory control. Good with figures, 10-key adding ... salary. 4??-????

THE WORLD OF WORK

Free To Choose
Pride In One's Work
What It's Really Like (Working)
Making It In The World Of Work
What Is Business?

... OFFICE AIDE, INC. 381-7811

Clerical Escrow Trainee to $00 Polly Brooks Agency 727 W. 7th St. Free 627-4932

CLERK—Customer Service
★ BARKER BROS.
7th & Flower Sts., Los Angeles

CLERK Typists-Immed opening CONSULTANTS & DESIGNERS 6515 Sunset EOE 464-1391

CLERICAL Jr. Secy. Bkpg $575 POLLY BROOKS AGENCY 3700 Wilshire Free 386-7643

CLERK staff shipping & delivery dispatcher. Small packages. Many fringe benefits. 737-3330

CLERICAL 100% FREE
VISTA AGENCY
655 S. Hope St., 7th Flr 627-9621

CLERICAL—G.O.—100% FREE
VISTA AGENCY
655 S. Hope St., 7th Flr. 627-9621

★ CLERK TYPIST
Cedars of Lebanon Hospital 4847 Fountain 663-9111, ext. 434

★ CLERK TYPIST
MT. SINAI HOSPITAL
652-5009 ext. 211

CLERK Typist 50 wpm for restaurant chain. See 6/23 ad. 836-8400

CLERICAL POSITIONS
Theresa 387-4161, ext. 211

★ CLERK Typist 55 wpm, 10 key ... 1725 W. 6th St., L.A. Room 300

CLERICAL — Know calculator by touch. See lg. ad Sun./Mon. 74?-?241

CLOCK Repairman Excellent opp. See lg. ad Sun./Mon. 322-846?

CLOTHING SALESMEN
Experienced only 40 hr. week. Fringe benefits. See Mr. Mosellie 259 S. Spring St., L.A. 628-5253

CLUB Manager, Newport area yacht club is looking for full time club manager. Salary open. Experience desirable. Send resume to Box A-006, L.A. Times

COCKTAIL waitress exp. necessary. Unif. furn. Sam's Hofbrau Rest. 1751 E. Olympic Bl., 623-3590

COCKTL. Waitress, attractive & exp'd. 9 pm-2 am. 756-1418, after 4 pm.

★ COLD HEADER OPERATORS
$5.10 per hr. Overtime.
Paid vacation, Xlnt. benefits.
Also Tool & Die Maker
CALL MR. THORNTON 213/564-0309

COLD HEADERS
THREAD ROLLER OPERATOR

★ COLLECTION Clerk Must be exp in collection calling. Apply 2055 S. Sepulveda L.A.

COLLECTOR SKIP TRACER
Mr. West (213) 6?1-7?95

COLLEGE Grads see Tuesday 6/25 ad. Mr. Little 9??-7279

COLLEGIANS / Owners 70's car assist mgr pict location scout 274-1703, 9 to 10 p.m. only

COMMUNICATIONS Elec. Technician
See Sunday Ad
NORTHROP AIRCRAFT DIV

COMPOUNDER-3 yr. Exp to $9K Specialized Personnel Agency Inc 3960 Wilshire FREE 386-1310

✓ COMPUTER OPERATOR ✓
Ability to operate small business computer with direct data entry terminal. Plus background in payroll, inventory & time keeping for a cost oriented manufacturing company ... 1 to 2 yrs. exp. Must type & ... key. Call ... Katz, Personnel Manager for appointment. 772-5001
CONSOLIDATED CONTROLS
... El Segundo
An Equal Opportunity Employer

COMPUTER OPERATOR
... or lead 360 135
... shift. Must know DOS/VS, JCL, ... CFO experience a plus. Good fringe benefits
Call Al HOLLIS 795-0401
Uslife Systems Corp.
99 S. LAKE, PASADENA
Equal Opportunity Employer

COMPUTER
UNIT RECORD OPERATOR
One year experience and knowledge of IBM equipment 083, 085, 514 and 548 required.
Beneficial Standard Life Ins. Co.
3700 Wilshire Blvd 4th F 381-8347
Apply 9-11 or 1-3

COMPUTER OPERATOR
A challenging opportunity with a growing company for the right person. Required 2-3 years experience operating in output system. Permanent, full time position. Paid parking Westwood
478-0540

COMPUTER Oper. 1-2 yrs. exp. Forward resumes containing salaries & job history to: Mr. A. S. Reinig, c/o Remote Computing Corp., 1076 E. Meadow Circle, Palo Alto, CA 94303

COMPUTER operator 2 years. Any small comp. ... COBOL. To $900 ... Wilshire Free

CAREER EXPLORATION

Creative Hands
Recycled Reflection

COMP... $800
★ SYSTEMATICS AGENCY
3660 Wilshire FREE 487-1020

COMPUTER OPERATOR
Computer Sciences Corp
John Curtis 714-834-2362

COMPUTER Systems Testing
Andy Cipich, Bourns 714-684-1700
1200 Columbia Ave Riverside

COMPUTER, chief of computer operations. See Sun. ad 6-23. Box, R-093 Times

COMPTOMETER & 10-KEY ELECTRONIC opers. Temp. Exp only Days, eves Sat & Sun 384-2541

★ COMPUTER OPERATOR
GIBRALTAR SAVINGS
(213) 278-8720 ext 271

COMPUTER Center Oper. Supvr.
See our last Sunday ad
TRW DATA SYSTEMS

COMPUTER Operations Pro to $1100

CONSTRUC... Sun 6/23 ... CONT... 1270 San... CONTROL... tronics ... force in ... counting ... Submit re... CONTROL... + bonus. 10883 Wil... CONTROL... 879, see ...
... exp ... all shif... Bob ... WOODLA... 21821 ...
Therapeut... Excellen... Grea...
COOKS—... cook fry ... board + ... JOB HE... No deg... GIVIN... 376 Elm.
Rest. Yu... sive & ex... nese cuis... nicate ... Korean ... Blvd. L...
● ... exper. ... benefits ... Roscoe B...
COO... Xlnt Star... Ventura ... 10 30 am
COOKS ... Benefits. Dr. Bev... COOK ... Must ...
COOK—... open. St... South Ba... Hawthorn... ... acute ho... Medical
...OK DI... ...ssary ... Jo... ...ma Oak...
COOK—... ... hr ... 7901 West
● COOK ... time ... men ...
★ COO... thorne/In... cent hos...
★ COOK ... p.m. shif... da. Call
★ COO... HOS... Full time
COOK, ... W. Gar...
COOK — ... Kitch. ...
COOK—...
COOK-Br... Full & ...
COOK/... Hosp. ...
COOK ...

CAREER STUDENT WORKBOOK

TITLE

"Me In The Future" Questionnaire

Job Application Form

Career Puzzle

The Job (Poem)

Biographical Sketch - Bess Myerson

Autobiography Topics

Case Studies

List of Occupations

Career Songs

Do I Have Hobbies That Might Reveal My Talents?

Classified Advertisements

Think, Think, Think Of A Job

Get Dressed For Work

"ME IN THE FUTURE" QUESTIONNAIRE

1. If by magic we could make you into any type of person you would like to be, what vocation or occupation in life would you choose? ____________________

2. Accepting yourself as you are, your intelligence and family finances and your physical build, what would you like to become? ____________________

3. What do you honestly think you will become when you grow up? ____________________

4. What do you think your parents would like for you to become? ____________________

5. What is the occupation or vocation of your parents?

   ____

6. What do you consider the most important thing to look for in choosing what you will become?

   ____

NAME______________________________

AGE________________________

GRADE_____________________

APPLICATION FOR CLASSROOM JOBS

PERSONAL INFORMATION

DATE ________________

NAME ______________________________ AGE ____ BOY ____ GIRL ____
Last First Middle

PRESENT ADDRESS ____
Number Street City State Zip Code

PHONE NUMBER ________________________

DATE OF BIRTH ______________ HEIGHT ______ WEIGHT ______ COLOR OF HAIR ______ COLOR OF EYES ______

JOB DESIRED

POSITION ______________________ DATE YOU CAN START ______________________

DO YOU HAVE A JOB NOW? ______________________

STATE CLEARLY WHY YOU WANT THIS JOB ______________________________

STATE YOUR QUALIFICATIONS FOR THIS JOB ______________________________

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	SCHOOL GRADES
GRADE 5			Excellent__ Fair____ Good__ Unsatisfactory____
GRADE 4			Excellent__ Fair____ Good__ Unsatisfactory____

The information that I have provided on this application is true to the best of my knowledge.

SIGNATURE OF JOB APPLICANT ______________________________ DATE ____________

CAREER PUZZLE

A	C	A	A	Q	U	T	U	L	T	A	H	A	Q	U	M
T	M	A	N	U	F	A	C	T	U	R	I	N	G	V	A
R	C	O	M	M	U	N	I	C	A	T	I	O	N	S	R
A	B	S	S	M	P	T	P	T	K	R	U	A	Y	N	I
N	A	X	B	O	C	J	B	O	B	S	L	G	R	W	N
S	O	R	U	C	O	M	S	C	H	O	P	R	Z	X	E
P	E	R	S	O	N	A	L	S	E	R	V	I	C	E	S
O	N	W	I	N	S	R	B	C	A	C	D	B	V	Q	C
R	V	H	N	S	U	K	D	B	L	G	A	U	S	K	I
T	I	Q	E	T	M	E	Y	Z	T	T	E	S	I	J	E
A	R	R	S	R	E	T	H	D	H	U	P	I	T	A	N
T	O	V	S	U	R	I	V	M	S	I	U	N	F	W	C
I	N	N	O	C	E	N	I	Z	E	V	H	E	G	B	E
O	M	I	F	T	D	G	C	G	R	H	N	S	W	R	X
N	E	F	F	I	X	I	C	J	V	D	E	S	X	O	Y
Z	N	Q	I	O	K	K	J	F	I	N	E	A	R	T	S
L	T	K	C	N	E	M	D	Y	C	F	L	G	F	E	M
W	J	L	E	E	R	E	C	R	E	A	T	I	O	N	P
H	Y	H	P	U	B	L	I	C	S	E	R	V	I	C	E

Manufacturing

Communications

Personal Services

Fine Arts

Recreation

Public Service

Transportation

Environment

Business-Office

Construction

Consurmer Education

Marketing

Health Services

Agri-Business

Marine Science

THE JOB

Take this, my boy, and remember it long,
Though now it may strike you as funny,
A job with a chance to improve and advance
Is better than one that pays money.

Take a hint from an old man who's traveled the way,
Just heed to his counsel a minute,
There's a job that may pay you five dollars a day
But that's all there will ever be in it.

Don't look at the cash as so many boys do,
Take a look at the long years before you;
See how much you can learn, not how much you can earn,
And the place which the future has for you.

Can you rise from the post where they'd have you begin?
How far will this humble job take you:
These are questions to ask. They pay well for the task,
But what sort of a man will it make you?

Oh, many a boy has begun with a rush
And has grabbed for a man's wages blindly;
Now he sticks as a man at the spot he began,
And thinks life has used him unkindly.

So look for a job with a future ahead,
Seek a chance to grow greater and greater.
Seek a place where you know as you work you will grow,
And the money will come to you later.

Edgar A. Guest

BESS MYERSON

Authority on Consumer Affairs

Bess Myerson is a woman who has had two careers. For a long time, she was on television in commercials and shows. After many years, though, she gave up $200,000 a year, to take a $35,000 a year job as the Commissioner of Consumer Affairs in New York City.

Bess was born in the Bronx, a section of New York City, on July 16, 1924. Her parents wanted, above all, to give Bess and her sister, Sylvia, a good education and an appreciation of culture. They wanted them to be able to support themselves, and never have to worry about being poor.

When Bess was little, she started to take piano lessons. She practiced hard for a very long time. But she was rewarded for all her efforts. When she was twenty-one, she played the piano at an important contest, the Miss America Pageant. She played so well that night, that she won first prize.

Miss Myerson became famous after she won the contest. She even got to play the piano at Carnegie Hall in New York, where only very important musicians can perform.

People began to notice her, and Bess Myerson was asked very often to appear on television. She made many commercials and was on a quiz show called I've Got a Secret. Miss Myerson and the other people on the show would try to guess facts about the contestants by asking them questions and trying to get information from them.

Miss Myerson appeared on other shows, too. One was The Big Payoff, another one was the Jackie Gleason Show. Once a year, she worked as an announcer for the Tournament of Roses, a big parade and football game held in California every January. She also appeared as a hostess on the Miss America Pageant, a contest she, herself, had won.

In 1969, Mayor Lindsay of New York asked Miss Myerson if she would accept a job in his city government. She would be called the "Commissioner of Consumer Affairs." It would be up to her to be sure that the consumers, or buyers, were protected from buying bad merchandise and getting bad service.

Although this meant she would be making a lot less money every year, Bess Myerson took the job. She wanted to help the people of New York and make sure they got what they paid for. In 1971, Miss Myerson helped have the Consumer Protection Act made legal in New York City. Through this, she could be sure that the consumers would be protected.

Miss Myerson has left this job, but she is still very concerned with consumers' welfare. She checks matters on her own, and then writes columns and articles to let people know what she has found out.

Following the reading of this selection, questions such as the following might be asked:

Family

Where did her parents come from?

What kind of work did they do?

Were they rich or poor?

Did her parents help select her occupation (s)?

Career Section

At what age did she decide to enter this field?

What made her choose this work?

What other occupations did she consider?

What other jobs did she have?

How did she start in the present field?

How did she get the job?

How did she advance in this field?

Is she happy at this work?

AUTOBIOGRAPHY TOPICS

One person: What person has had a great influence on your life - father, mother, brother, sister, boy friend, girl friend? What moments show this influence?

One sport: What moments of experience with basketball or football or some other sport have made a deep impression on you? How did they influence your life?

One summer: How did it change you? What moments were most important?

One day: What day was most important in your life? What day was full of fun, emergencies, sadness? You may want to describe five moments of one day and why they were important to you.

One fear: Each of us has had a fear as a child. At what moments was this fear the strongest? In what way has this fear changed or disappeared?

One death: Almost everyone has had an experience with death, perhaps the death of a pet or friend, or even the death of a stranger. What moments connected with the death do you remember most? What main meaning did you derive from this experience?

One pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?

One hope or dream: What dream or hope for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?

One place: Everyone has spent many happy times in one place such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember joyously?

CASE STUDIES

Carmen often sees "Medic" and other programs about medicine on TV and in the movies. She likes to see them, and she thinks being a doctor would be the answer to all her dreams. What should she think about before she makes up her mind?

Larry's parents always wanted him to be a lawyer. Larry likes to study and is a good public speaker. Do you think his parents are making a wise choice for him?

Joseph wants to be a teacher. He has a speech defect. What planning should he consider if he wants to carry out his desire?

Arthur wants to be an engineer. He loves to play with erector sets. However, he is very poor in mathematics and is always failing. What are some steps he should take before carrying out his plan?

Rose went to a fortune-teller at a carnival. The fortune-teller told her she would become a famous singer. Do you think Rose is planning wisely in deciding to go into this occupation?

John sent to a newspaper for a booklet by an astrologer, who studies the stars. The booklet said that persons born in his month, under his sign of the Zodiac, are good at selling. Do you think he should become a salesman?

Anna's sister is a nurse. Anna doesn't know anything about other jobs. She feels very faint when she sees someone hurt, or when she cuts her finger. Her mother thinks it would be good for Anna to be a nurse like her sister. Do you? Are there other jobs around a hospital for which Anna might be better suited?

Roger's father had to leave school at an early age to support his widowed mother. Now he is determined to have his sons go to college and have the advantages he never had. Roger likes woodworking and other things he can do with his hands. He is poor in some academic subjects. What should he do?

Helen was always interested in science. She always made the best projects in science in the lower grades. She was a member of the Science Club. Would she be wise to become a chemist?

OCCUPATIONS - WHAT DO YOU KNOW ABOUT THEM?

Directions: Read this list of occupations. Check the occupations in which you are interested. Look up the meanings of those occupations which are new to you.

Accountant
Performer
Advertiser
Airplane Mechanic
Artist
Ambulance Driver
Architect
Astronomer
Auto Mechanic
Baker
Beautician
Bricklayer
Engineer
Bus Driver
Carpenter
Telephone Operator
Cashier
Maritime Trades
Meteorologist
Milliner
Minister
News Reporter
Optometrist
Dietician
Doctor
Draftsperson
Druggist
Electrician
File Clerk
Firefighter
Florist
Forester
General Farmer
Jeweler
Journalist
Gardener
Lawyer
Waitress
Librarian
Truck Driver
Typist
Veterinarian
Upholsterer
Musician
Worker in Zoo
Welder
Police Officer
Poultry Farmer
Printer
Radio and TV Repairperson
Railroad Worker
Salesperson
Secret Service Agent
Sign Painter
Singer
Social Worker
Stenographer
Surveyor
Tailor
Teacher
Postal Worker
Telegraph Operator
Chauffeur
Chemist
Nurse
Missionary
Window Dresser
Cook or Chef
Dairy Farmer

Writer

Plumber

Dentist

Painter

Photographer

X-Ray Technician

Be prepared to answer the following questions:

1. For which would you need a college education?

2. For which do you need a high school education?

3. Which are professions?

4. Add other occupations to the above list.

Sing to tune of WHEN JOHNNY COMES MARCHING HOME

There are careers for you and me
There are
There are
There is much choice for you to see
There is
There is
I hope that you will find a career, that you are very interested in,
And we'll all feel gay when you find a job you like.

One student says: AWARENESS
Second student: EXPERIENCE
Third student: EXPLORATION

EVERYONE: Well, let's see. . . . MMMMMMMMM

Sing to the tune of GEE, I WANTA GO HOME

Verse:
I think I'll be a waitress,
They say it's mighty fine.
I'll serve the people letter soup,
And make them stand in line.

Chorus:
That's the career I want to do.
Gee, I think it's swell.
Don't you think it's swell too?

Verse:
I think I'll be a stewardess,
And stand out by the gate;
They'll give me a hundred dollars,
And only take back eight.

Verse:
I think I'll be a doctor,
And give the children shots.
But when it comes to shoestrings,
I'm all tied up in knots.

Verse:
I want to be a teacher;
That's really fine for me.
I'll learn to teach the students
The letters A to Z.

DO I HAVE HOBBIES THAT MIGHT REVEAL MY TALENTS?

WORDS TO KNOW

REVEAL
OVERLOOK
DIAGRAM
COMPLICATED

Many hobbies that boys and girls have reveal, or make known, their talents. Often, we fail to see, or overlook, the talent necessary for these hobbies. Sometimes things that people do aren't even thought of as hobbies. They may be just something that a person likes to do.

Jeff had just opened up the kit for his new airplane when his sister Kathleen came into the room.

"Gosh, what a lot of parts. How can you tell where everything goes, Jeff?" she asked.

"There's really nothing to it, Kathleen. I just follow this diagram," he said, pointing to a paper that had a plan of the plane on it.

"But Jeff, it looks so complicated," she said, staring at the difficult-looking plan.

"No, not really," said Jeff. "The first thing I do is to lay out all the numbered pieces that come with the kit. Then I check them with the numbers on the diagram to make sure that all parts are in the kit. After I've checked this, I start putting the pieces together. The plan shows where each of the pieces fit."

"Oh Jeff," said Kathleen, "you're so smart."

"All I have to do is follow the plan that comes with the kit," said Jeff.

After he had finished his model and carefully filled the small engine with fuel, Jeff took it to an open field to fly. Some of his friends came along to watch. First of all he attached a string to the tail and wing. Then he attached the battery and started the engine. In a very short time the plane was off the ground and in the air.

WHAT DO YOU THINK?

1. What skills did Jeff's hobby require?
2. Why did this hobby seem so hard to his sister?
3. How did Jeff learn the skills for this hobby?
4. Could anyone learn to do this?

Therese had just put the bird with the broken leg back into his cage when her brother came in with his dog.

"Snowball had a fight with a cat," he said. "He had a big cut on his ear."

"Oh, come here Snowball, and let me see your ear," Therese said. As she looked at it carefully, she said, "Tell you what I'll do, Billy. I'll clean it and put some germ killer on it. That'll fix him up."

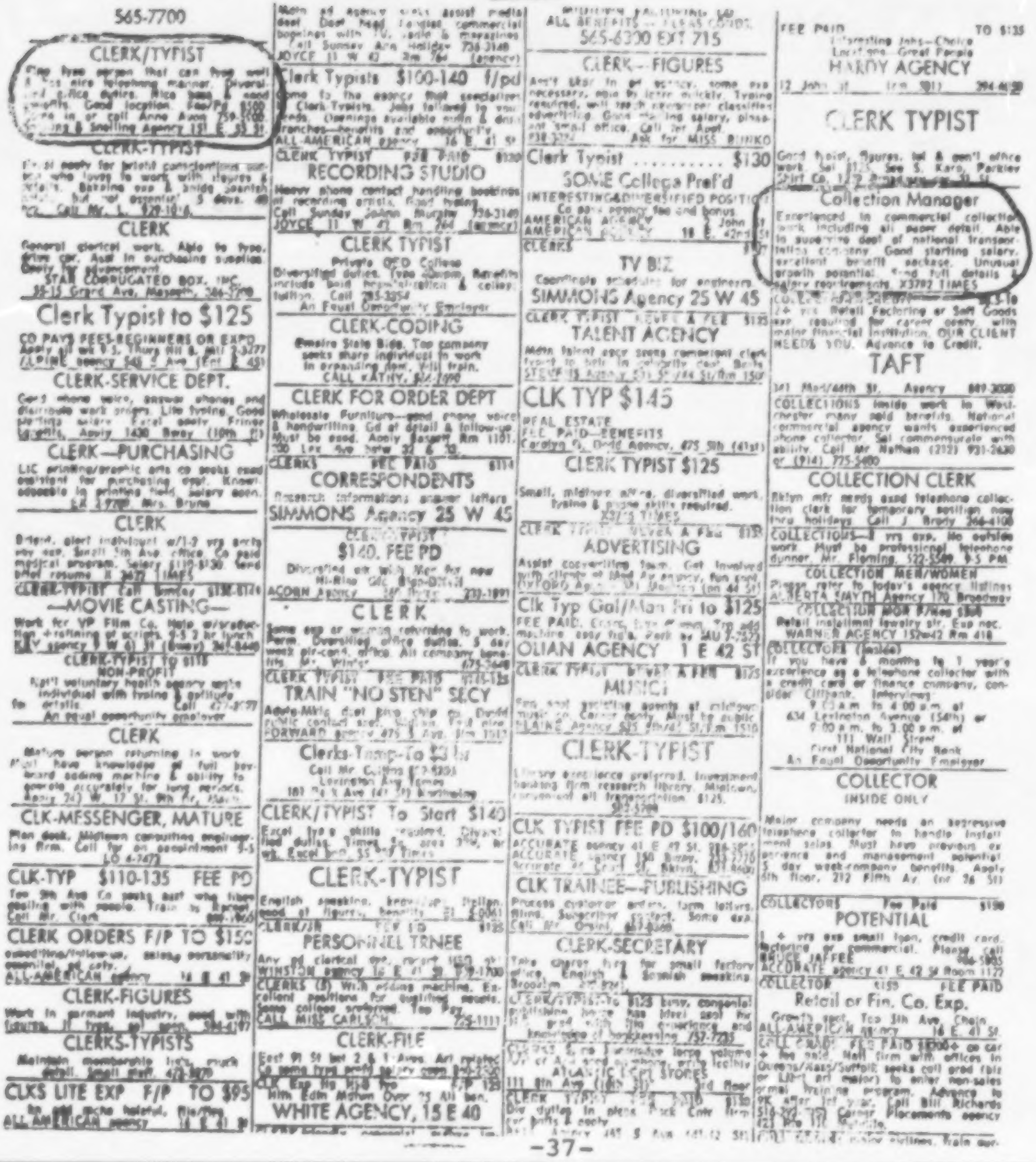
As Therese finished tending to the dog, Billy walked around the shed looking at the animals. There were rabbits, hamsters, cats, and parakeets. Billy thought he was lucky to have a sister who knew how to take care of animals.

WHAT DO YOU THINK?

1. How did Therese learn to care for animals?
2. What kinds of skills are necessary for such a hobby?

CLASSIFIED ADVERTISEMENTS

Write a classified advertisement to fit you for a job that is of interest using the same form as shown in the advertisements below. Be sure to state the personal characteristics you have that qualify you for this job.



565-7700

CLERK/TYPIST

CLERK-TYPIST

CLERK

STAR CORRUGATED BOX, INC.

Clerk Typist to $125

CLERK-SERVICE DEPT.

CLERK—PURCHASING

CLERK

—MOVIE CASTING—

CLERK

CLK-MESSENGER, MATURE

CLK-TYP $110-135 FEE PD

CLERK ORDERS F/P TO $150

CLERK-FIGURES

CLERKS-TYPISTS

CLKS LITE EXP F/P TO $95

Clerk Typists $100-140 f/pd

RECORDING STUDIO

CLERK TYPIST

CLERK-CODING

CLERK FOR ORDER DEPT

CORRESPONDENTS

SIMMONS Agency 25 W 45

$140, FEE PD

CLERK

TRAIN "NO STEN" SECY

Clerks-Temp-To $3 hr

CLERK/TYPIST To Start $140

CLERK-TYPIST

PERSONNEL TRNEE

CLERK-FILE

WHITE AGENCY, 15 E 40

565-6300 EXT 715

CLERK—FIGURES

Clerk Typist $130

SOME College Pref'd

TV BIZ

SIMMONS Agency 25 W 45

TALENT AGENCY

CLK TYP $145

CLERK TYPIST $125

ADVERTISING

Clk Typ Gal/Man Fri to $125

OLIAN AGENCY 1 E 42 ST

MUSIC

CLERK-TYPIST

CLK TYPIST FEE PD $100/160

CLK TRAINEE—PUBLISHING

CLERK-SECRETARY

HARDY AGENCY

CLERK TYPIST

Collection Manager

TAFT

COLLECTION CLERK

COLLECTOR

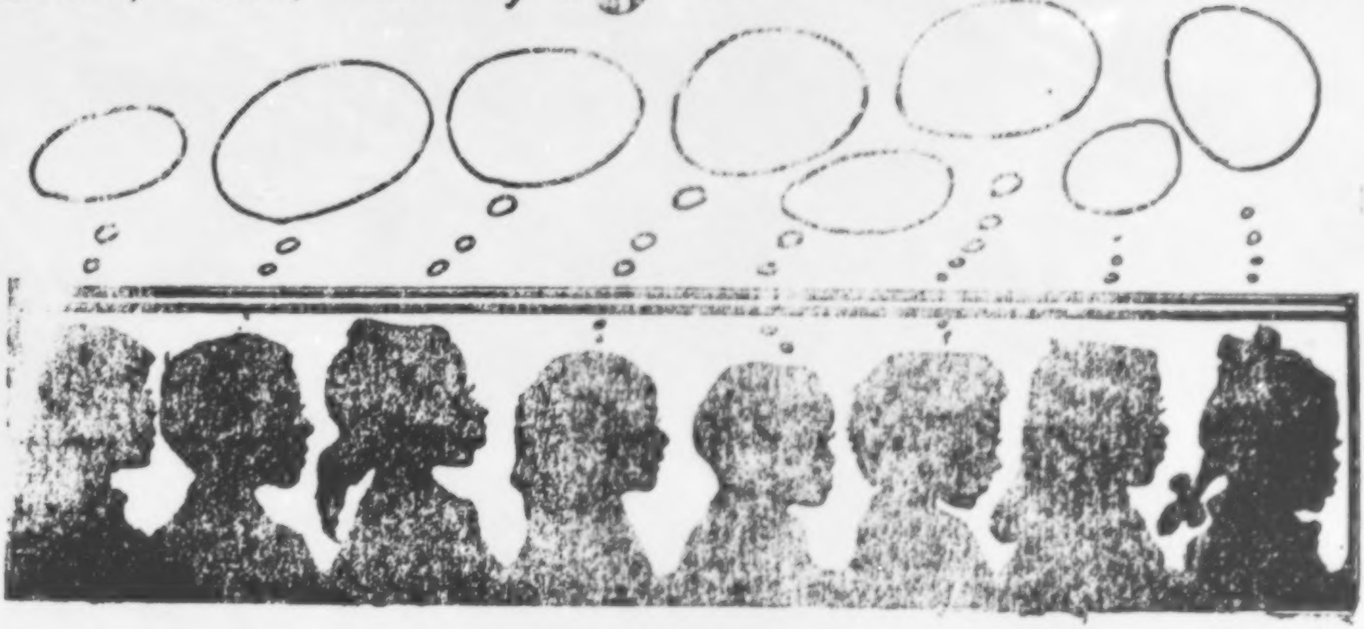
INSIDE ONLY

POTENTIAL

Retail or Fin. Co. Exp.

78

think, think, think of a job.



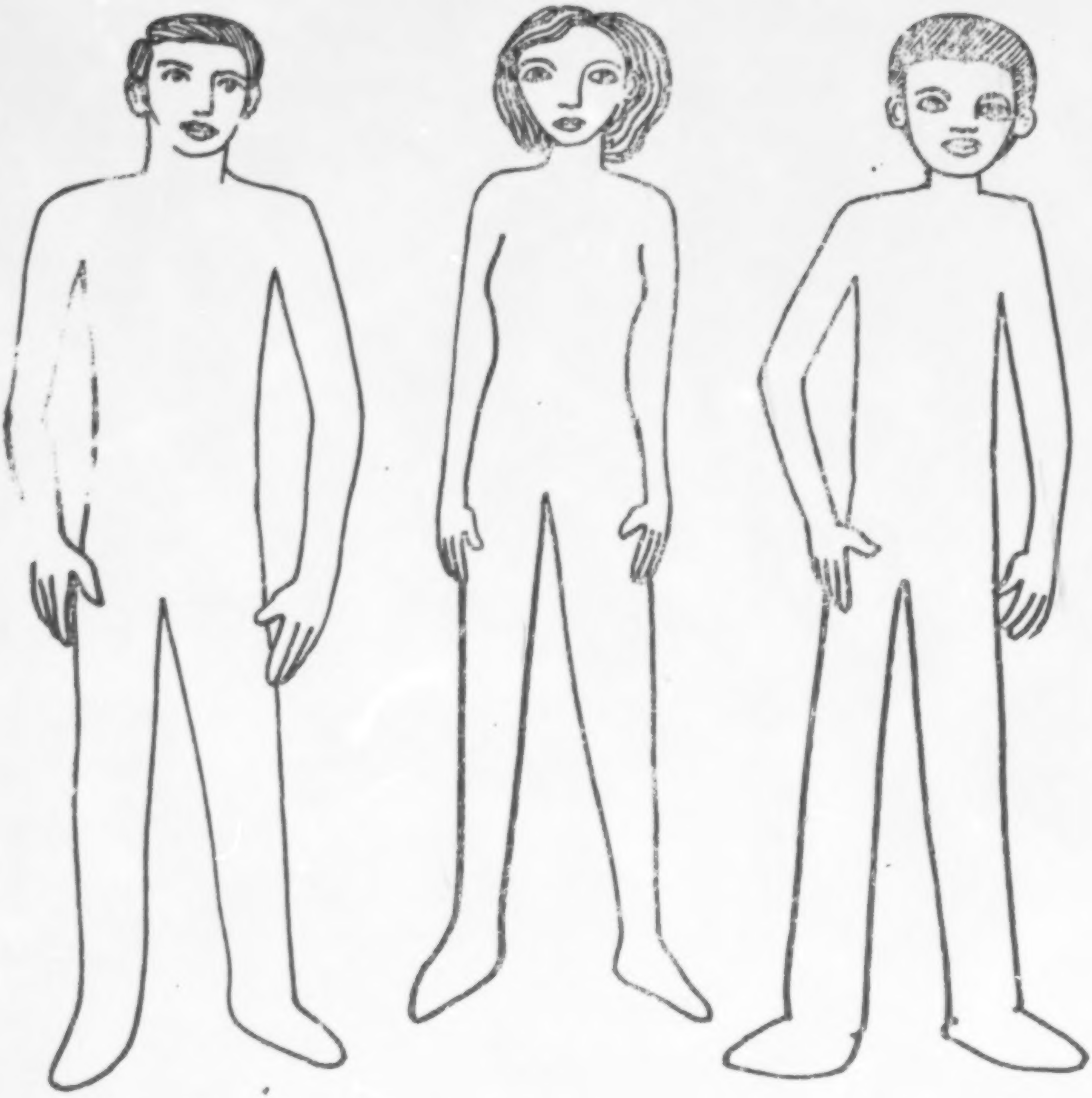
Roger was sitting and thinking about all the kids in his class. He was curious about what they would want for a job when they are grown up.

Activities:

In each of the thought bubbles, write or draw a job you think the person might be thinking about.

Have you ever given much thought to what jobs you and your friends will have in the future? Share these ideas with your class.

GET DRESSED FOR WORK!



Use your imagination to put clothes on these people that show the work they do. In what jobs must you use a uniform? Why do you think certain jobs require uniforms?

Exchange your drawing with a friend--can you figure out what job each figure has from his clothes?

WORKSHEET 1

LESSON:

Why Do People Work?

TEACHER AIM:

To convey to students the following concepts:

1. Different people work for different reasons
2. Knowing what reasons are important for *you* will help you make a more meaningful career choice.

MOTIVATION:
(Teacher)

1. Imagine that you have been stranded in the desert for a week and now the rescue squad tells you that you can have anything in the whole wide world to eat. What would you choose?
2. Now imagine that you just finished eating this delicious food. How do you feel? (teacher elicits happy, satisfied, contented, fulfilled, etc.)
3. What else in your life has given you a feeling of satisfaction? (teacher might anticipate such answers as winning a prize, wearing a new dress, working on a hobby, etc.)
4. Have you ever done a job at school or at home that gave you a similar feeling of satisfaction? (discuss briefly).

TRANSITION:

Now that you have become aware of some of the things you have done which have brought you satisfaction, let us investigate some of the reasons people get satisfaction from their work.

STUDENT AIM:
(Teacher writes on Board)

Why do people work?

PROCEDURE:

1. Teacher distributes copies of *The New York Times* to each student.
2. Teacher: Looking at the pictures in the newspaper, select three different people in three different jobs. Read the accompanying article about each to learn all you can about their jobs.

   Now that you have read about three different people in their jobs, what reasons would you guess they have for working?

3. Teacher distributes worksheet "Reasons People Find Work Satisfying." Students complete worksheet.

(Continued on next page)

Why Do People Work?

PROCEDURE: *(Continued)*

4. Class discussion on the different reasons students have selected for working. Teacher might list on board students names and their reasons for working, pointing out individual differences in choice and the values reflected in each one.

SUMMARY:

People differ in their reasons for working. As we have seen in today's lesson, not everyone works for the same reasons. It is important for you to know *your* reasons for working so that you can select a career that will be fulfilling.

ASSIGNMENT:

Interview a member of your family or a friend to find out why they work. Taking their reasons for working into consideration, do you think that the career they have selected is fulfilling?

NOTE:

This lesson might have to be completed over a two day period with slower students. Also, with such students, the teacher and students might choose the three articles *together* rather than *separately*. The articles might be read aloud by the students and any difficult words discussed.

STUDENT WORKSHEET:

Reasons People Find Work Satisfying

Directions: For each of the 3 jobs you selected from the newspaper, check off the reasons for working that you think apply.

Reasons People Find Work Satisfying	Job #1	Job #2	Job #3	You
1. To make money				
2. To become famous				
3. To help others				
4. To avoid boredom				
5. To learn something new				
6. To meet new people				
7. To have power over others				
8. To make a contribution to society				
9. To fulfill a particular interest—artistic, literary, scientific, etc.				
10. To develop a particular skill				
11.				
12.				

Now that you have tried to analyze why other people work, think for a moment why *you* would find work satisfying. Check your reasons in the column entitled "YOU." Put an X next to the one that you consider most important.

Assignment:
JOB: ____________________

REASON PERSON WORKS
1. ____________________
2. ____________________
3. ____________________

Is job satisfying? Why or why not?

____

____

____

____

____

____

© COPYRIGHT 1973 THE NEW YORK TIMES COMPANY

WORKSHEET 2

LESSON:

Job Interests

TEACHER AIM: To convey to students the following concepts:

1. Different people are interested in different things.
2. Awareness of your interests will result in a wiser career choice.

MOTIVATION: (Teacher)

1. Suppose for some reason tomorrow were declared a school holiday, how would you spend your day? (Teacher might anticipate such answers as—go to the movies, visit a friend, read, listen to records, etc.)
2. We can see that each of us is *interested* in something different. What is interest? (Teacher elicits—an interest is something you like to do.)
3. The dictionary says that the word "interest" is derived in part from a latin word that means "that which makes a difference."

TRANSITION: Obviously you will be happier in a job which is *of interest to you—a job which makes a difference to you.* Let us consider the question.

STUDENT AIM: (On Board) What kind of job might be interesting to you?

PROCEDURE: I. Teacher: Psychologists have divided "job interests into different categories." One division is as follows: (Teacher lists on board, eliciting, examples of jobs in each of the categories, and adds other jobs to the list).

1. Outdoor work
2. Mechanical work
3. Computational work (working with numbers such as bookkeeping or accounting)
4. Persuasive work (A salesman who persuades others to buy his products is a good example)
5. Literary work
6. Musical work
7. Artistic work
8. Scientific work
9. Social service work
10. Clerical work

(Continued on next page)

Job Interests

PROCEDURE: *(Continued)*

II. Teacher: Before we ask you to analyze your own interests let's see how good you are at identifying *other* people's interests.

III. Teacher distributes copies of *The New York Times* and a worksheet to each student.

IV. Teacher directs students to complete worksheet.

SUMMARY:

In planning his future career, a wise person takes his *interests* into consideration knowing that he is more likely to be successful if he is doing that which he enjoys. (Can you find a successful musician who doesn't enjoy music?)

STUDENT WORKSHEET:

Job Interests

Directions: Here is a challenge for you! Find an article that you think might have been written by a reporter with each of the major job interests listed below. Complete as many as you can. Don't worry if you can't find an article for *all* the categories of interests.

Categories of Job Interest (Example: Outdoor work)	Title of Article ("Man travels alone by foot across country in record time")	Page (26)
1. Outdoor Work		
2. Mechanical Work		
3. Persuasive Work (you might want to look in the editorial section)		
4. Literary Work (how about the Book Review section?)		
5. Musical Work		
6. Artistic Work		
7. Scientific Work		
8. Social Service Work (an article about someone who helped someone else is the answer here)		
9. Clerical Work		

Now that we have tried to figure out the interests of others, what are *your* interests? Remember that those activities which are exciting to you or which you do well are probably most interesting to you. Think about how you like to spend your spare time. What are your favorite hobbies? Are you a member of any school clubs? What are some of your favorite classes in school? Are you involved in any social activities outside of school such as in your church or neighborhood club? Is there anything which you have read or heard about which you would like to try even if you are not sure you would be good at it (like judo or yoga)?

Your answers to these questions will help you gain a better understanding of your interests. What categories of job interests do your interests fall under?

Your Interests (Example: Playing Baseball)	Categories of Job Interests (Outdoor Work)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

© COPYRIGHT 1974 THE NEW YORK TIMES COMPANY

WORKSHEET 3

LESSON:

Establishing a Career File

TEACHER AIM:

1. To have students keep a file of articles and pictures of people in a particular job field of interest to them.
2. To have students at the end of a given time period, make a collage of pictures and articles from their file.
3. To encourage students to develop a daily reading habit.

MOTIVATION: What is one occupational field which might be of interest to you? Why?

TRANSITION: From today until ________ (teacher assigns date), I would like you to cut out pictures and articles from each day's issue of *The New York Times* which refer to various jobs in the field in which you are interested.

STUDENT AIM: To prepare a file of pictures and articles which will eventually be made into a collage.

PROCEDURE:

1. What is a collage?
2. Teacher elicits from students and writes on board: A COLLAGE IS AN ARTISTIC COMPOSITION OF PIECES OF PAPERS AND OTHER FRAGMENTS PASTED ON DRAWING PAPER.
3. Let us begin today to select pictures and articles for our file. (Teacher may allow some class time on the successive days for this activity or give this as a daily assignment.)

At the end of a period of time the teacher has allotted, each student is given a large sheet of paper (such as newsprint), scissors, glue, crayons, and a pencil, and is instructed to make his collage.

At some point on the collage he is instructed to indicate the job field he has selected and to sign his name.

When students have completed their collages, they share them with the other students, discussing the jobs they have selected to represent their job field.

SUGGESTION: A small prize might be given for the collage the class votes as "most original." Also, the class might take a vote on which collages should be displayed in the room. There might be one collage to represent each of the job fields.

JOB CLUSTERS

Clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The following fifteen clusters, although not containing all jobs, are a means of relaying the wide scope of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. Personal Services

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

Beautician
Shoe Repair Worker
Social Worker
Insurance Agent
Refrigeration, Air Conditioning and Heating Mechanic
Priest
Missionary
Babysitter
Furniture Upholsterer
Barber
TV Repair Worker
Telephone Operator
Radio Repair Worker
Minister
Rabbi
Mortician
Tailor
Cleaner and Laundry Manager

2. Health Services

Rationale: Careers related to the determination of health problems, physical caring for the problems and and exploring possible preventive measures.

Psychologist
Doctor
Orderly
Practical Nurse
Occupational Therapist
Medical Secretary and Library
Veterinarian
Dentist
Optometrist
Pharmacist
Podiatrist
Laundry and Sterilizer
Osteopath
Psychiatrist
Nurse
X-Ray Technician
Nurse's Aide
Laboratory Technician
Hospital Administrator
Chiropractor
Dental Technician
Anesthesiologist
Dental Hygienist
Speech Pathologist
Bacteriologist

3. Construction

Rationale: Careers related to building.

Mobile Home Builder
Architect
Plumber
Plasterer
Mason
Bricklayer
Printer
Surveyor
Paperhanger
Pipefitter
Engineer
Draftsperson
Carpenter
Electrician
Industrial Designer
Excavator
Cabinet Worker
Cement Mason
Roofer
Heavy Equipment Operator

4. Manufacturing

Rationale: Careers which create a product.

Machine Operator
Welder
Machine Maintenance
Electronic Engineer
Sheet Metal Worker
Skilled Tradesperson
Tool and Die Operator
Industrial Traffic Manager
Mobile Home Assembler
Mechanical Engineer
Assembly Line Operator

5. Transportation

Rationale: Careers related to the movement of people and things and improvement of or care for the necessary equipment.

Truck Driver
Pilot
Body and Fender Repair Worker
Traffic Control Manager-Airlines
Brakeman
Locomotive Engineer
Service Station Manager and Attendant
Bus and Taxi Driver
Aerospace Engineer
Conductor
Station Agent
Auto Mechanic

6. Agri-Business and Natural Resources

Rationale: Careers related to the productive use of land.

Farmer
Dairy Worker
Feed Store Manager
Miner
Soil Conservationist
Agricultural Engineer
Agronomist
Petroleum Engineer
Rancher
Butcher
Farm Equipment Salesperson
Farm Agent
Mining Engineer
Petroleum and Natural Gas Production Worker
Farm Manager
Poultryperson
Wildlife Manager
Fish and Game Manager

7. Public Serice

Rationale: Careers which provide a service for individuals, some of which are tax-supported.

- Kindergarten-Elementary Teacher
- State Police Officer
- Janitor
- Certified Public Accountant
- School Administrator
- Food and Drug Inspector
- Lawyer
- Counselor-School, Employment Rehabilitation
- Refuse Collector
- Junior and Senior High Teacher
- Civil Engineer
- Firefighter
- Librarian
- Urban Planner
- Court Bailiff
- City Police Officer
- Nursery School Teacher
- Probation Officer
- Court Recorder

8. Environment

Rationale: Careers related to the protection, improvement of proper use for the surroundings that influence a life.

- Forest Ranger
- Gardener
- Landscape Architect
- Biologist
- Horticulturist
- Park Ranger
- Range Manager
- Recycling Operator
- Naturalist
- Forestry Aides
- Geologist
- Camp Counselor
- Meteorologist
- Fish and Game Warden
- Environmental Engineer
- Geophysicist
- Tree Surgeon

9. Hospitality and Recreation

Rationale: Careers which enhance leisure for mankind.

- Flight Attendant
- Restaurant Manager
- Social Directors
- Waitress or Waiter
- Restaurant Hostess or Host
- Short Order Cook
- Cook
- Chef
- Golf Pro
- Travel Agent
- Dietician
- Cashier
- Swimming Pool Manager
- Baker
- Athlete

10. Fine Arts and Humanities

Rationale: Careers related to the cultural and esthetic improvement of human life.

Professional Musician
Dancer
Author
Literary Writer
Music Critic
Art Critic
Actress or Actor
Conductor
Sign Painter
Music Director
Cartoonist
Singer
Playwright
Music Arranger
Fashion Designer
Commercial Artist
Music Teacher
Poet
Piano Technician
Radio and TV Director
Composer
Film Editor
Orchestra Leader
Jeweler
Free-lance Artist
Singing Teacher
Floral Designer
Orcherstrator
Sculptor
Stage Designer

11. Communications and Media

Rationale: Careers related to the transmission of information.

Journalist
Technical Writer
Audio-control Technician
Proofreader
Staff Programmer
Sound Engineer
Script Writer
Reporter
Radio and TV Announcer
Electronic Technician
Lighting Technician
Foreign Correspondent
Newswriter
Transmitter Technician
Photoengraver
Printer
Photographer
Video Technician
Lecturer
Sportscaster
Maintenance Technician

12. Marketing and Distribution

Rationale: Careers which facilitate the development and economic movement of a product.

Salesperson
Systems Analyst
Statistician
Sales Engineer
Packaging and Designer
Marketing Researcher
Consumer Product Seller
Economist
Production and Control Position
Sales Supervisor
Wholesale and Retail Distributor

13. Marine Science

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.

Marine Biologist
Mariner
Commercial Fisher-person
Physicist
Aquatic Biologist
Marine Geologist
Geophysicist

14. Business Office

Rationale: Careers related to the efficient management of the business community.

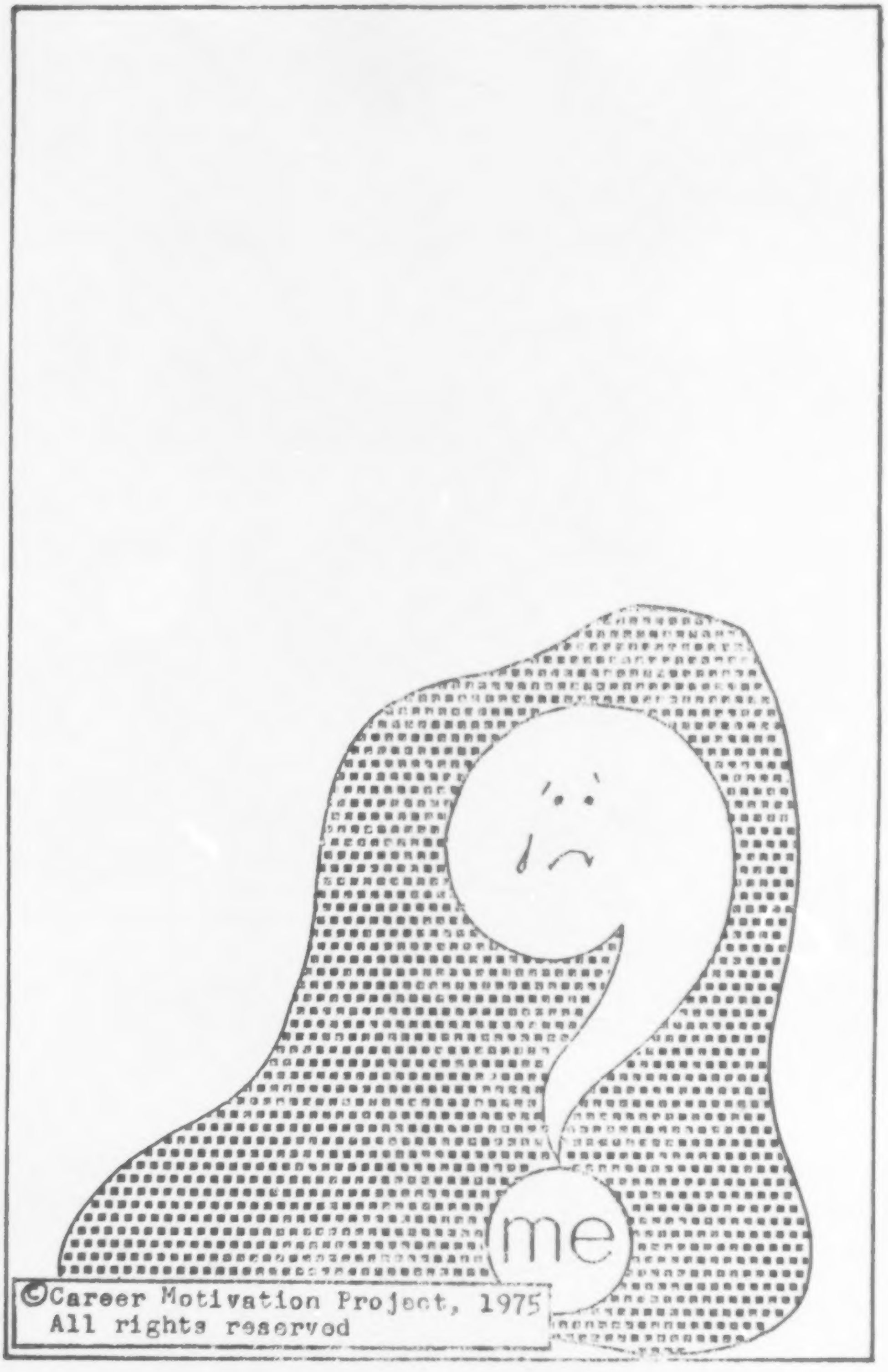
Office Manager
Personnel Director
Advertising Worker
Data Processor
Computer Operator
Public Relations Worker
Trailer Salesperson
Bank Teller
Receptionist
Stenographer
Computer Programmer
Accountant
Key Punch Operator
Secretary
Purchasing Agent
File Clerk
Bank Management
Bookkeeper

15. Consumer and Homemaking Education

Rationale: Careers related to the purchase and proper use of products for the home.

Interior Decorator
Appliance Demonstrator
Home Demonstration Agent
Price Control Agent
Milliner
Drapery Maker
Credit Interviewer
Seamstress
Fashion Coordinator
Extension Agent
Homemaker
Home Economist
Nutritionist
Tailor
Model

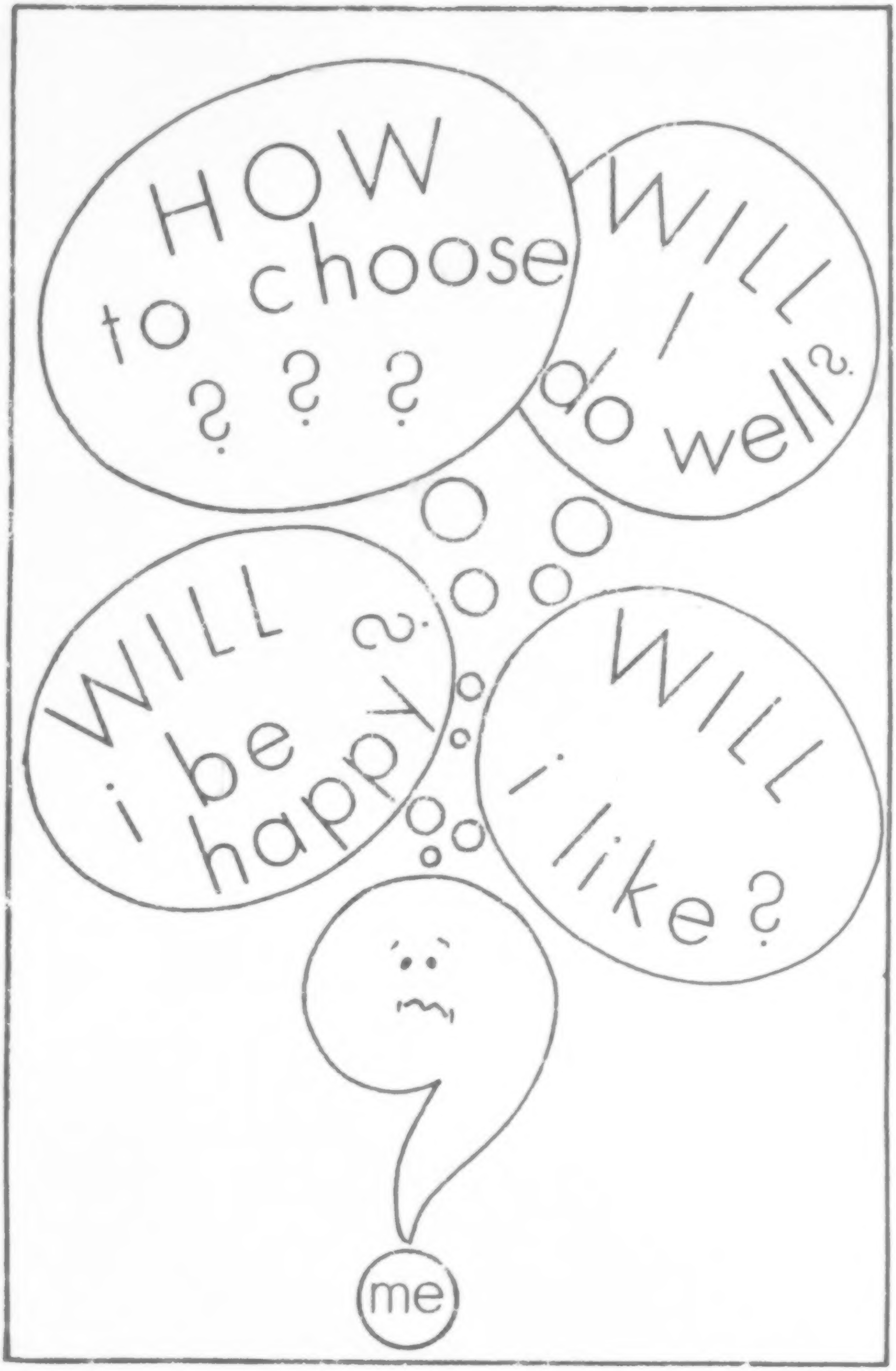
EXHIBIT 2F



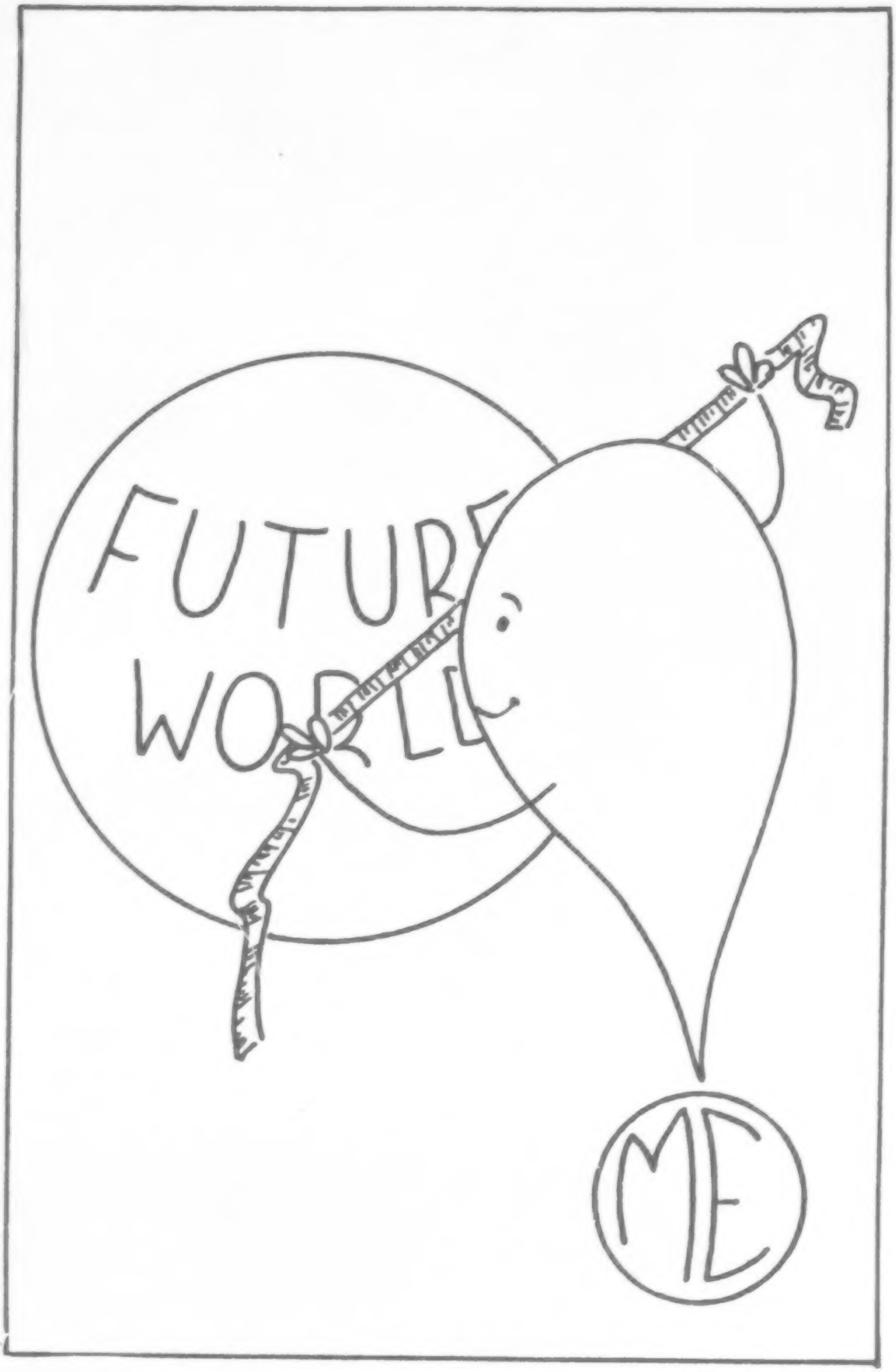
©Career Motivation Project, 1975
All rights reserved

ME & MY WORLD

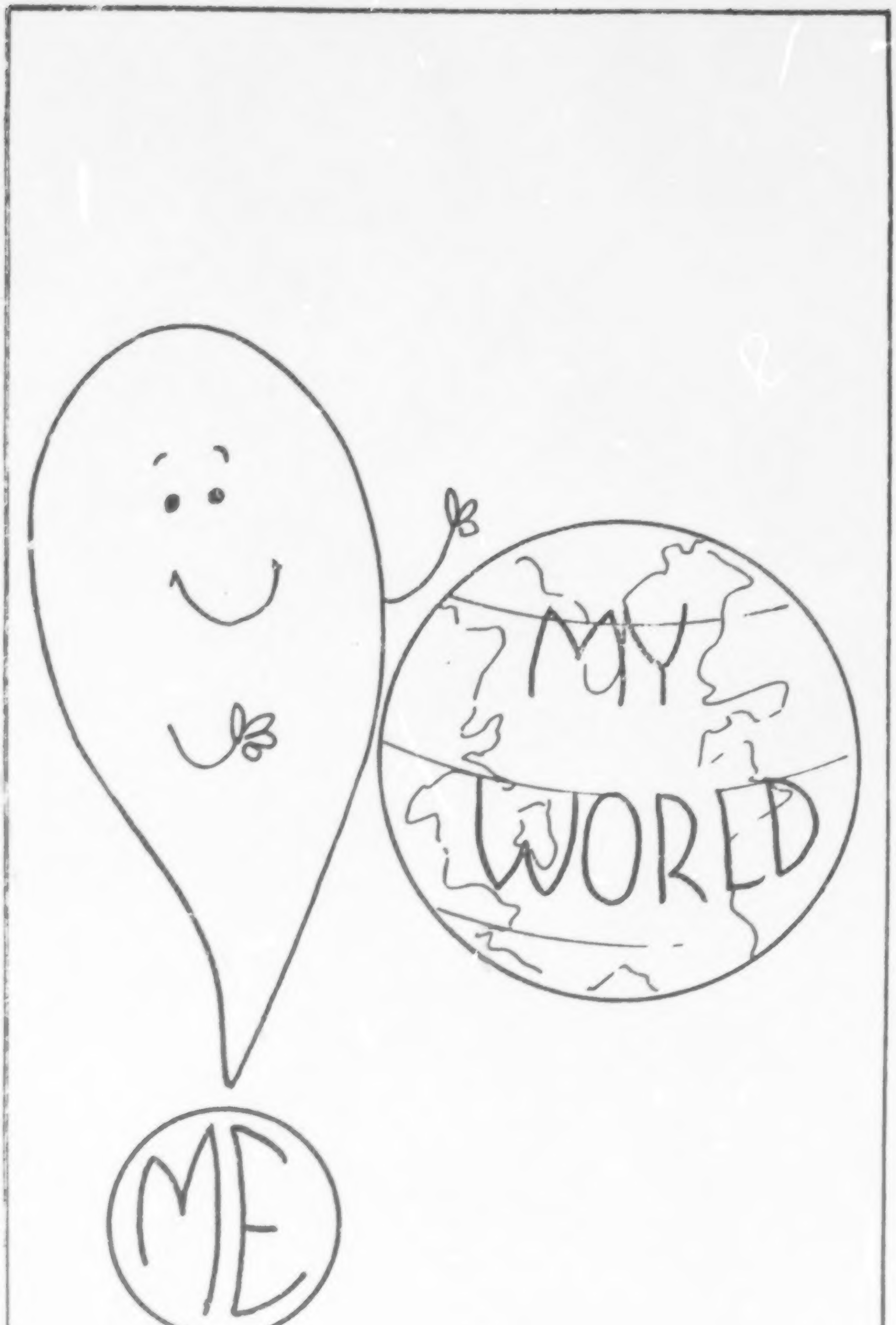
1. **Sometimes I feel like a blob, like a big question mark. Confused about who I am today and more confused about my world tomorrow.**


HOW to choose ? ? ?
WILL I do well?
WILL i be happy?
WILL i like?
me

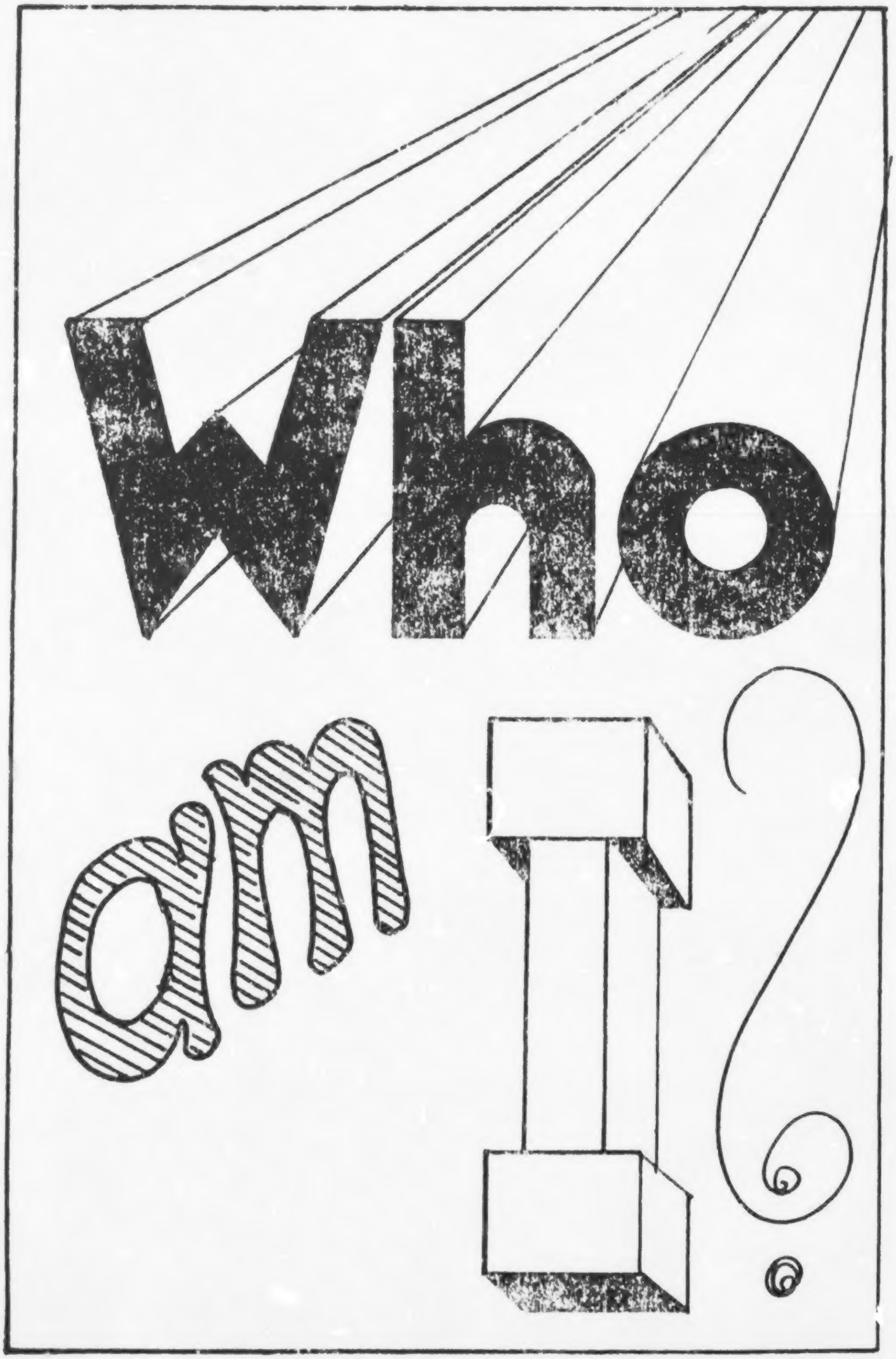
2. How will I know how to choose a job?
Will I like the job I choose?
Will I do well?
Will it make me happy?


FUTURE WORLD
ME

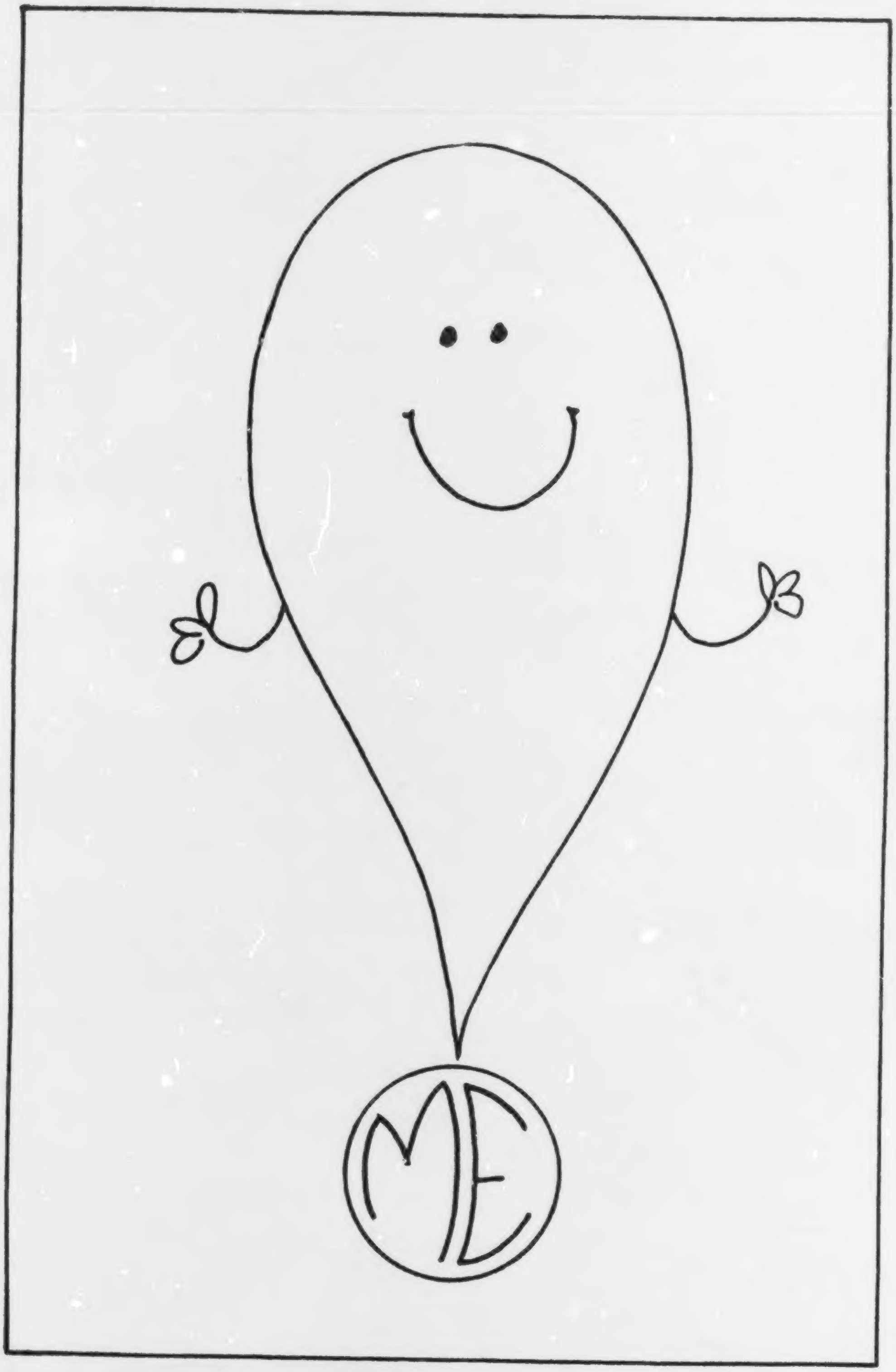
3. In other words, will I fit into my future world?



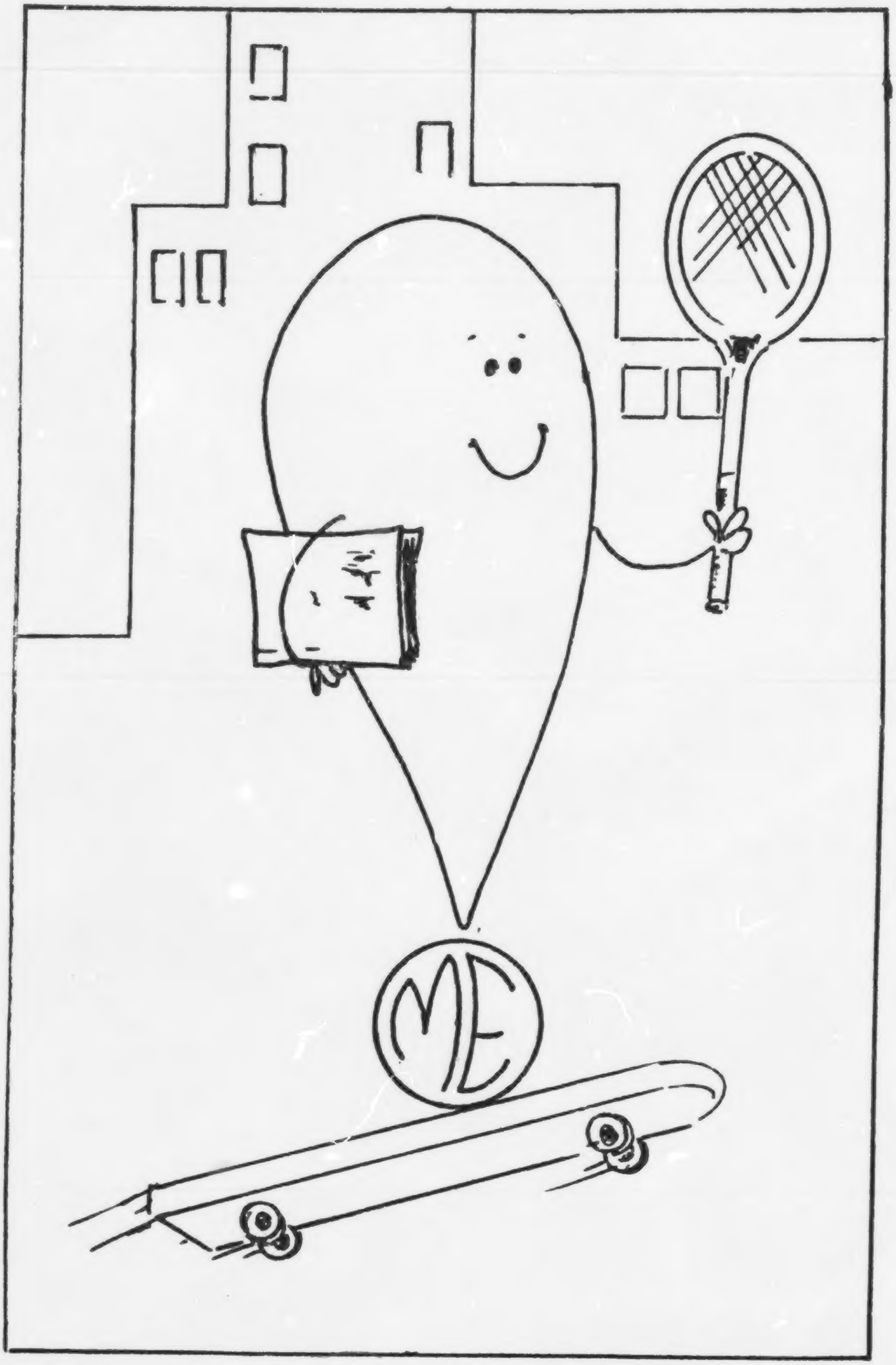
4. First of all let me identify myself. This is me and this is my world today.



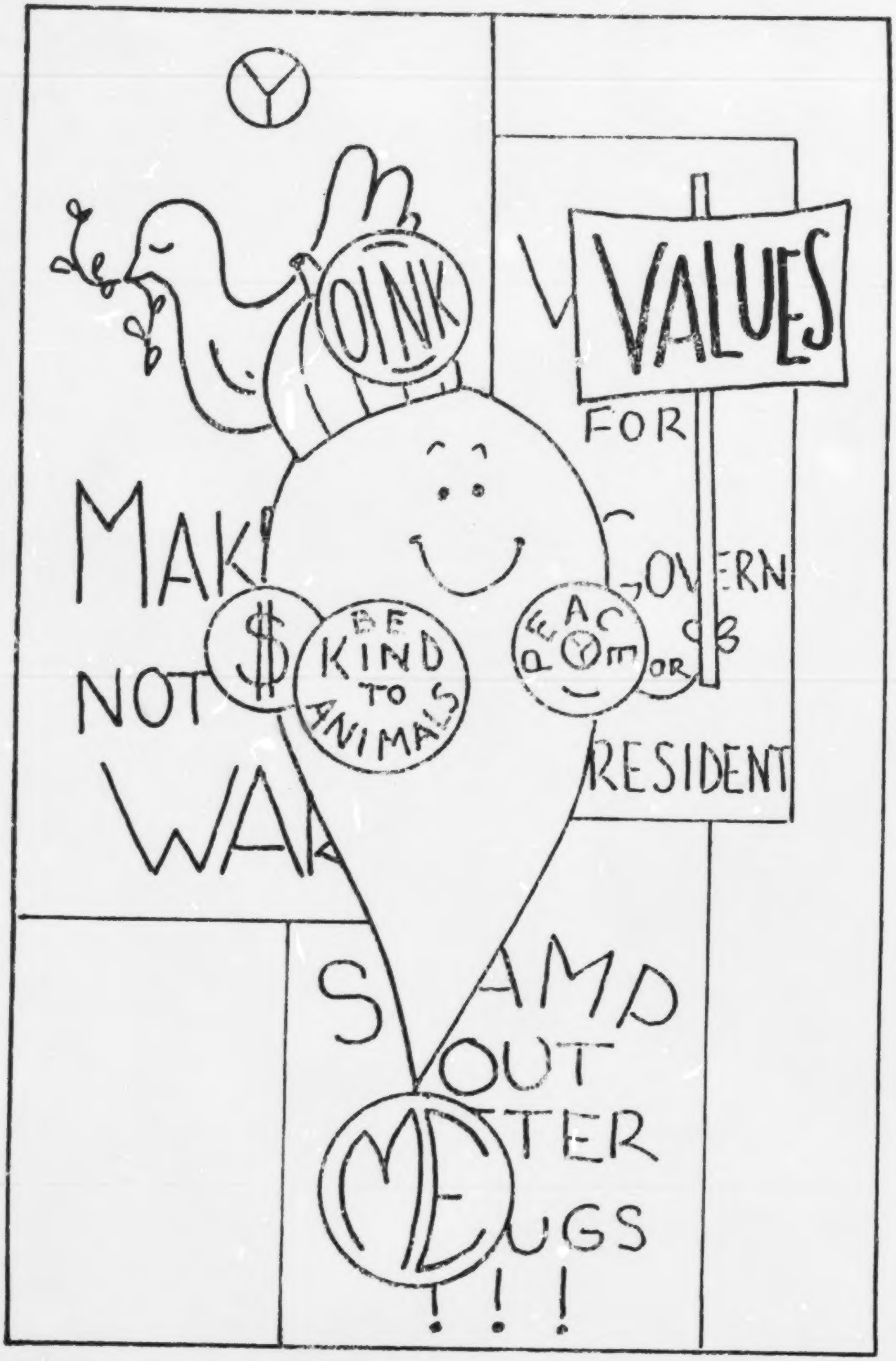
5. Just who am I?



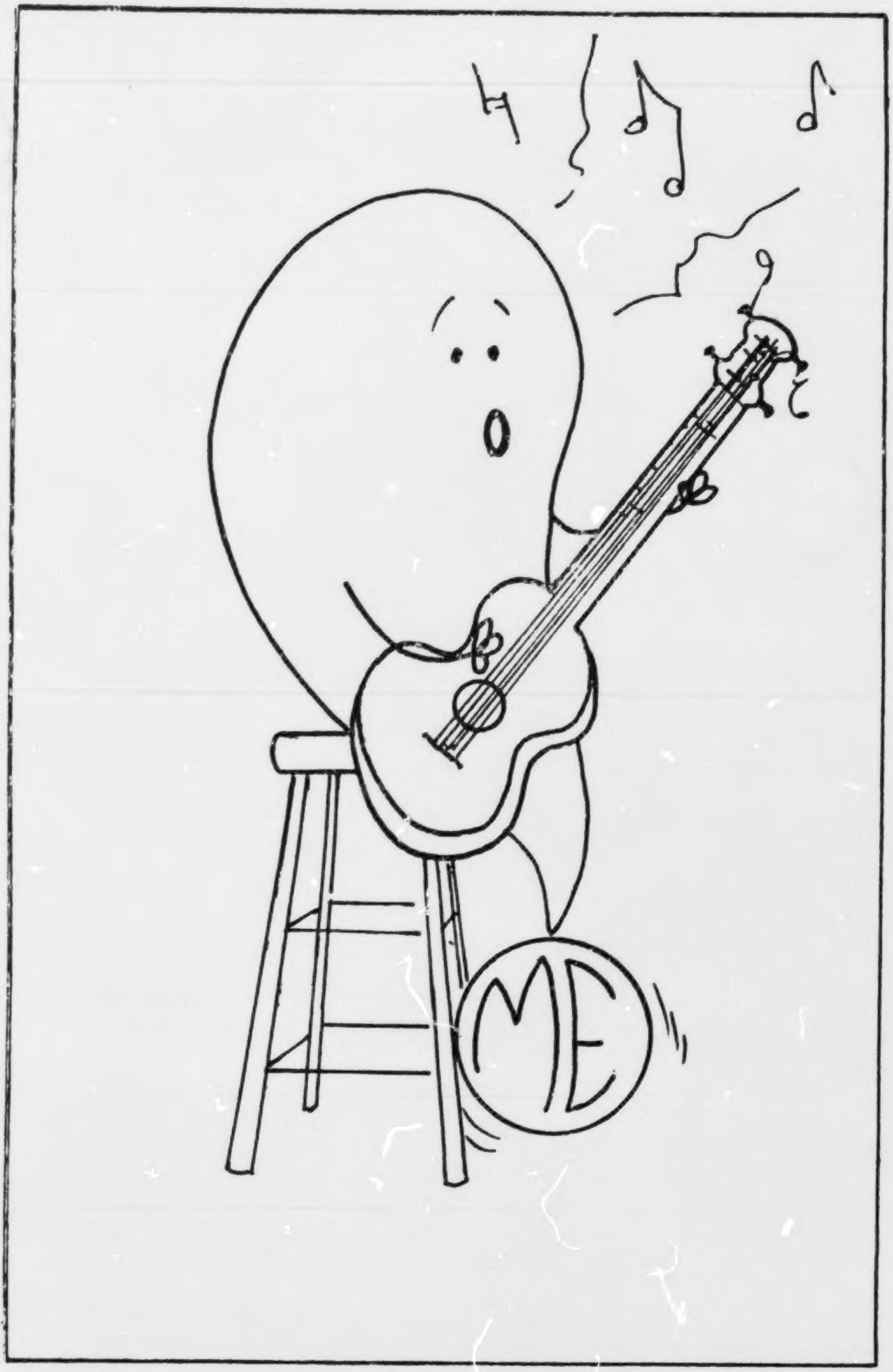
6. You know me by my interests, my values, my abilities and my strong points.



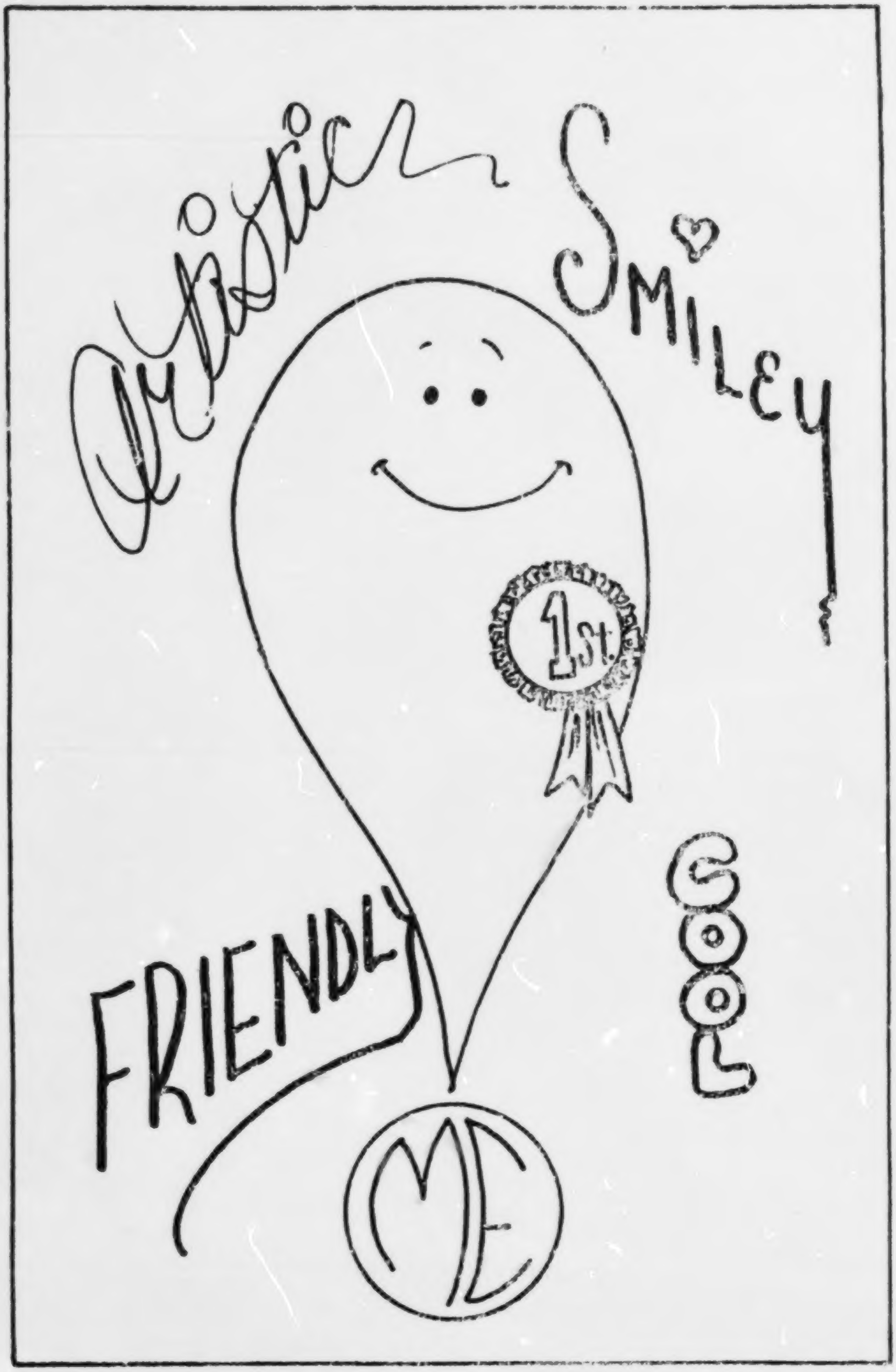
7. I've got a whole lot of interests!


OINK
VALUES
FOR
GOVERN
OR
RESIDENT
MAK
NOT
WA
$
BE KIND TO ANIMALS
PEACE
S AMP
OUT
TER
UGS
!!!
ME

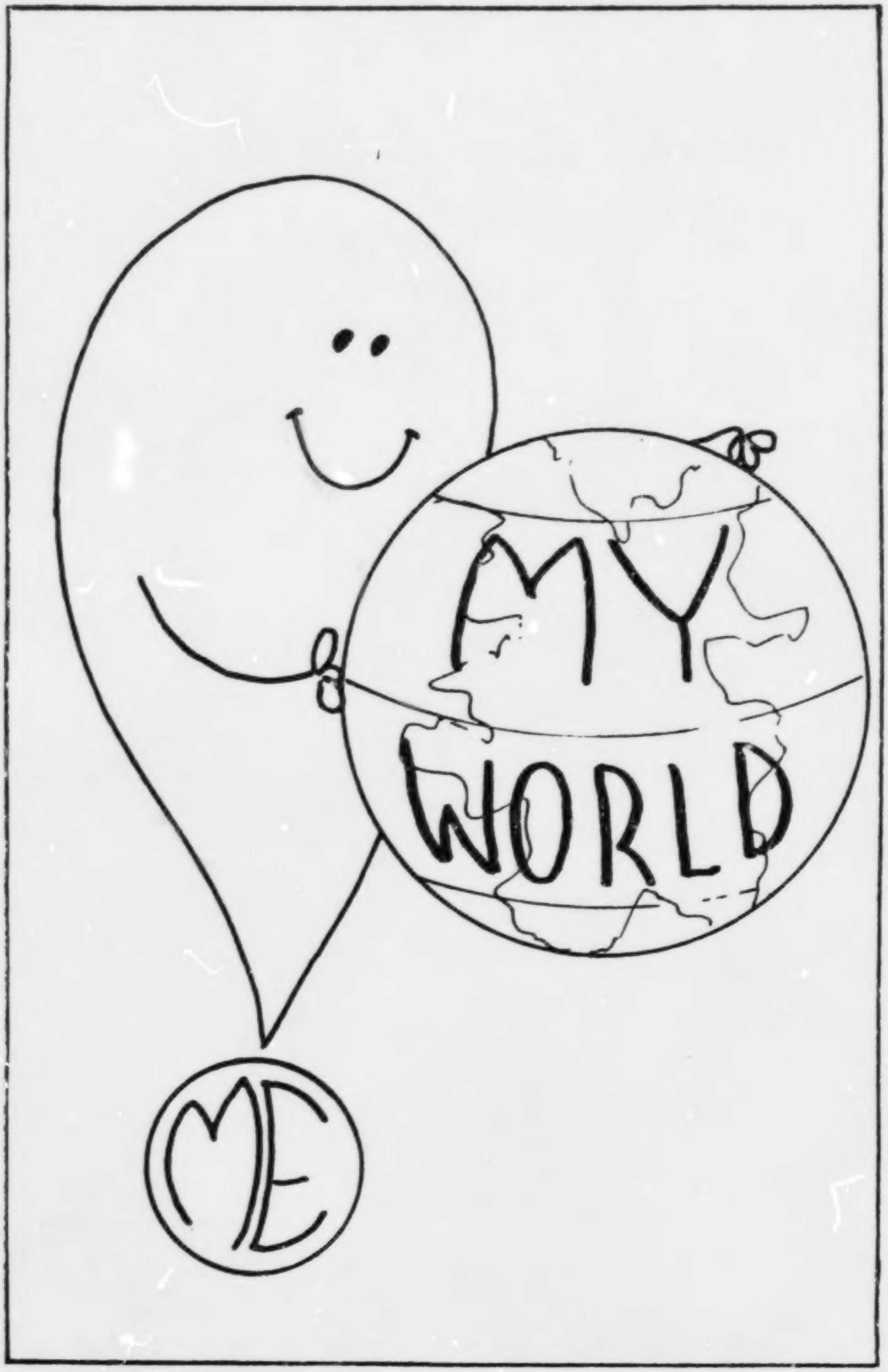
8. My values are those things most important to me.



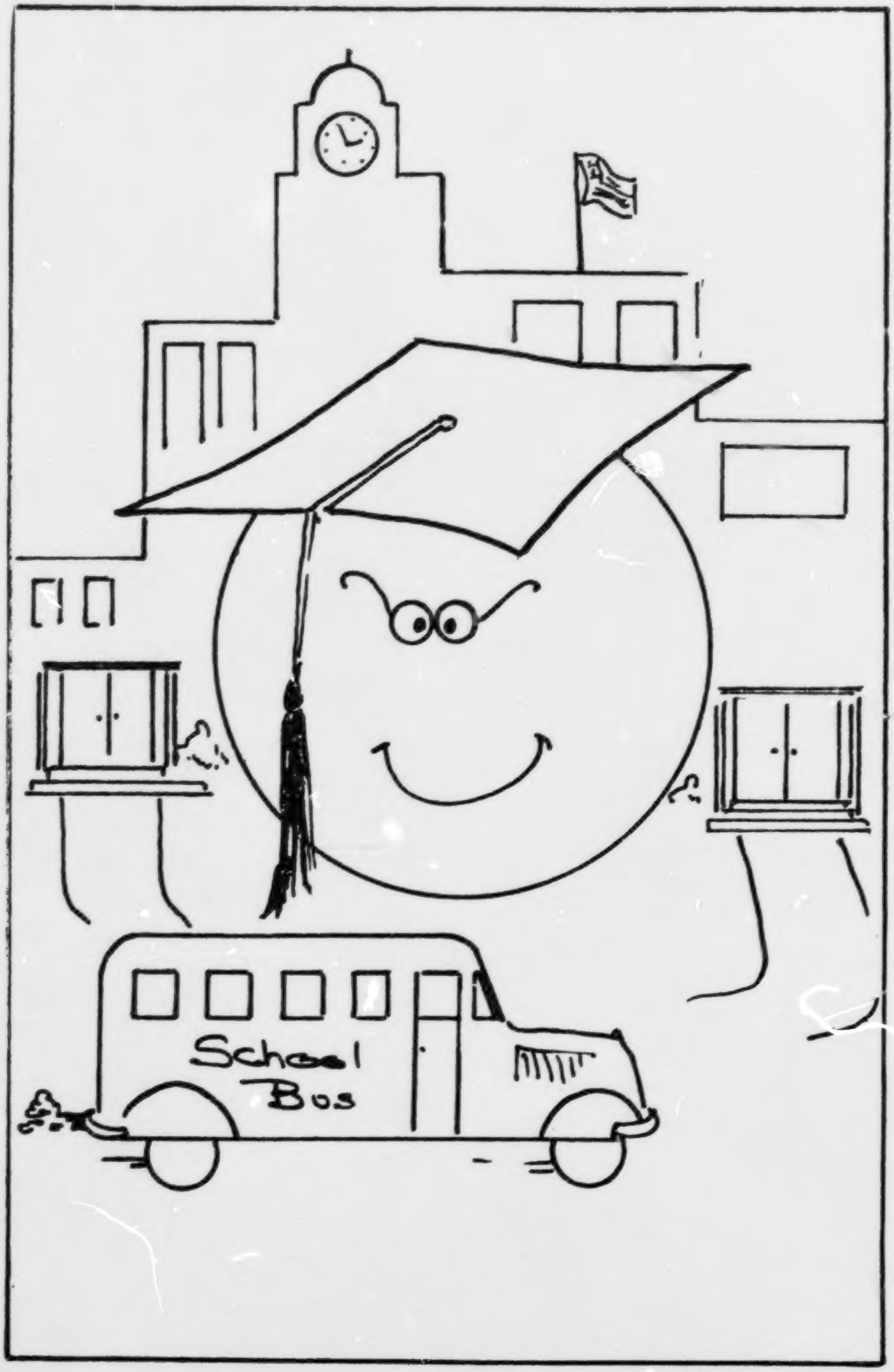
9. I have abilities. These are things I do well.


Artistic
Smiley
1st.
Friendly
Cool
ME

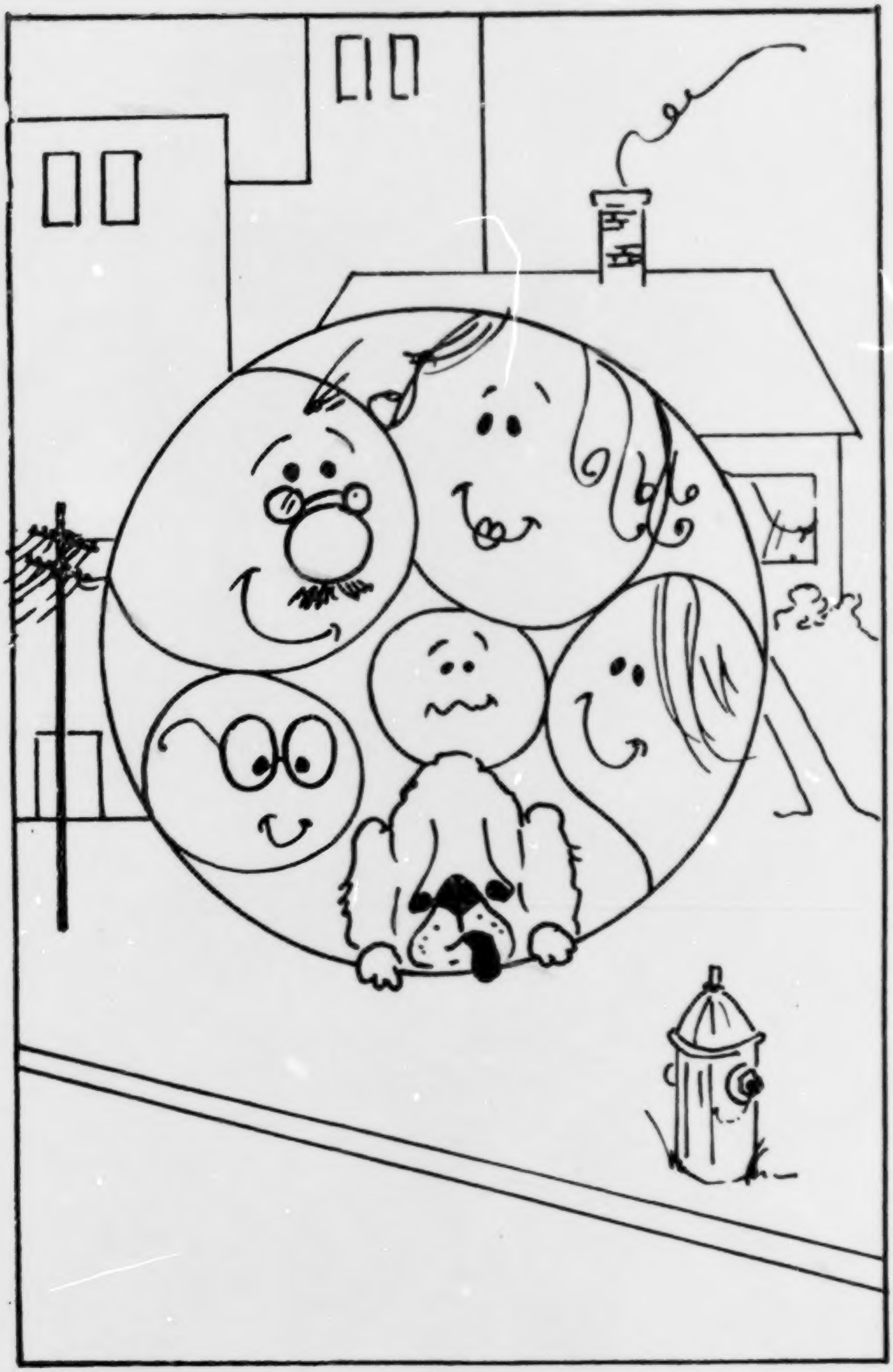
10. My friends say these are some of my strong points.



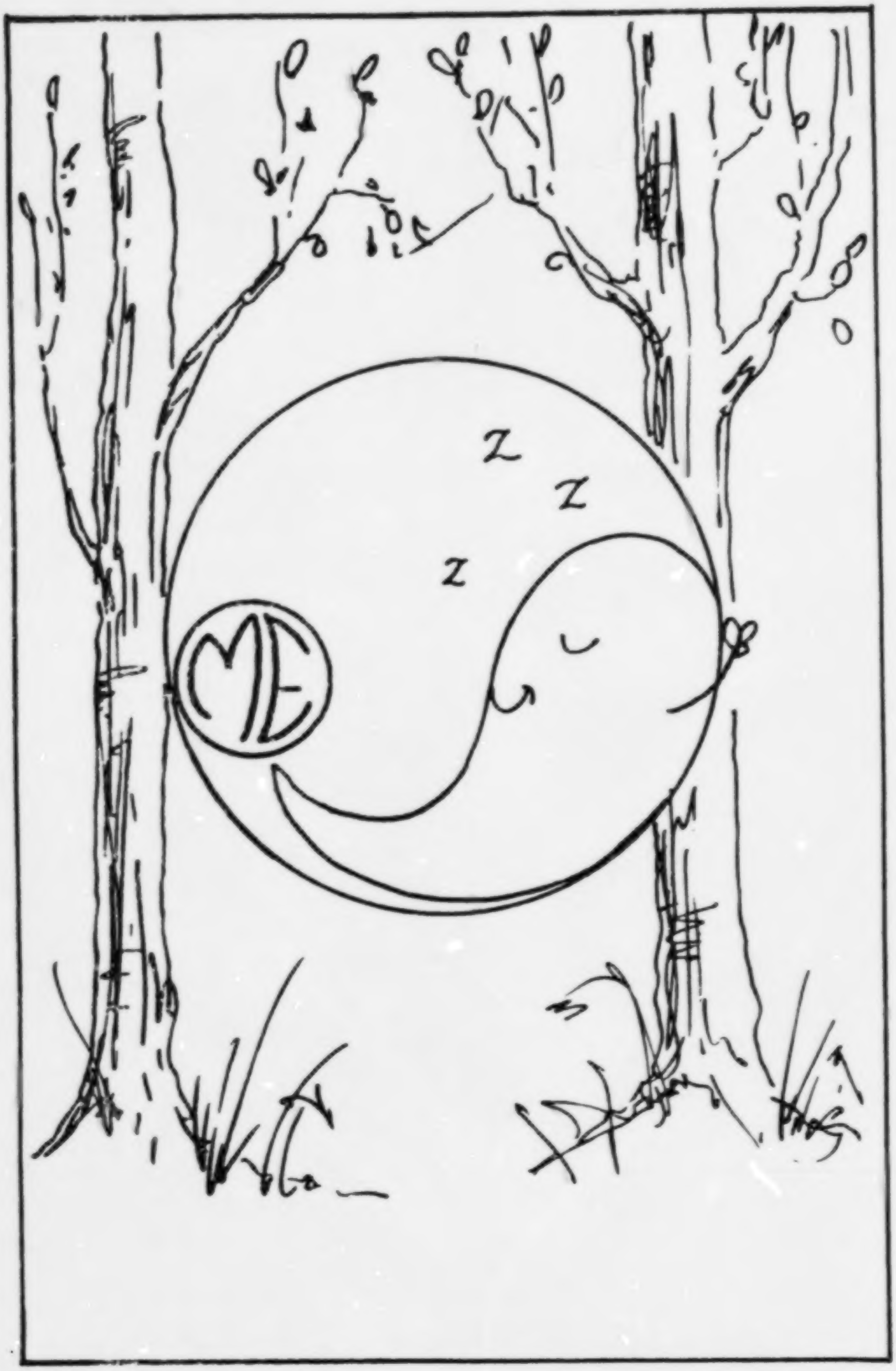
11. Now meet my world.



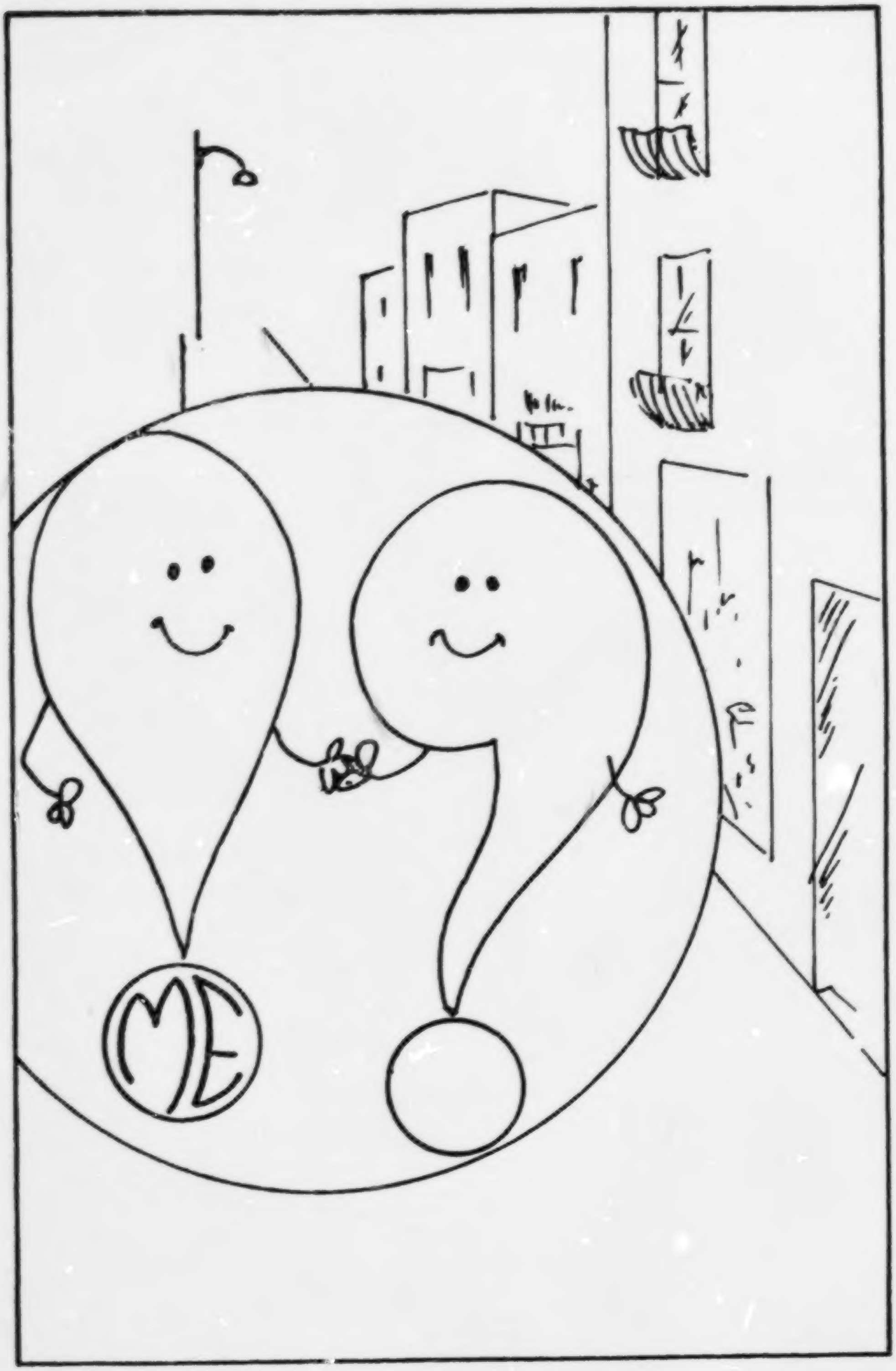
12. My school is a big part of my world.



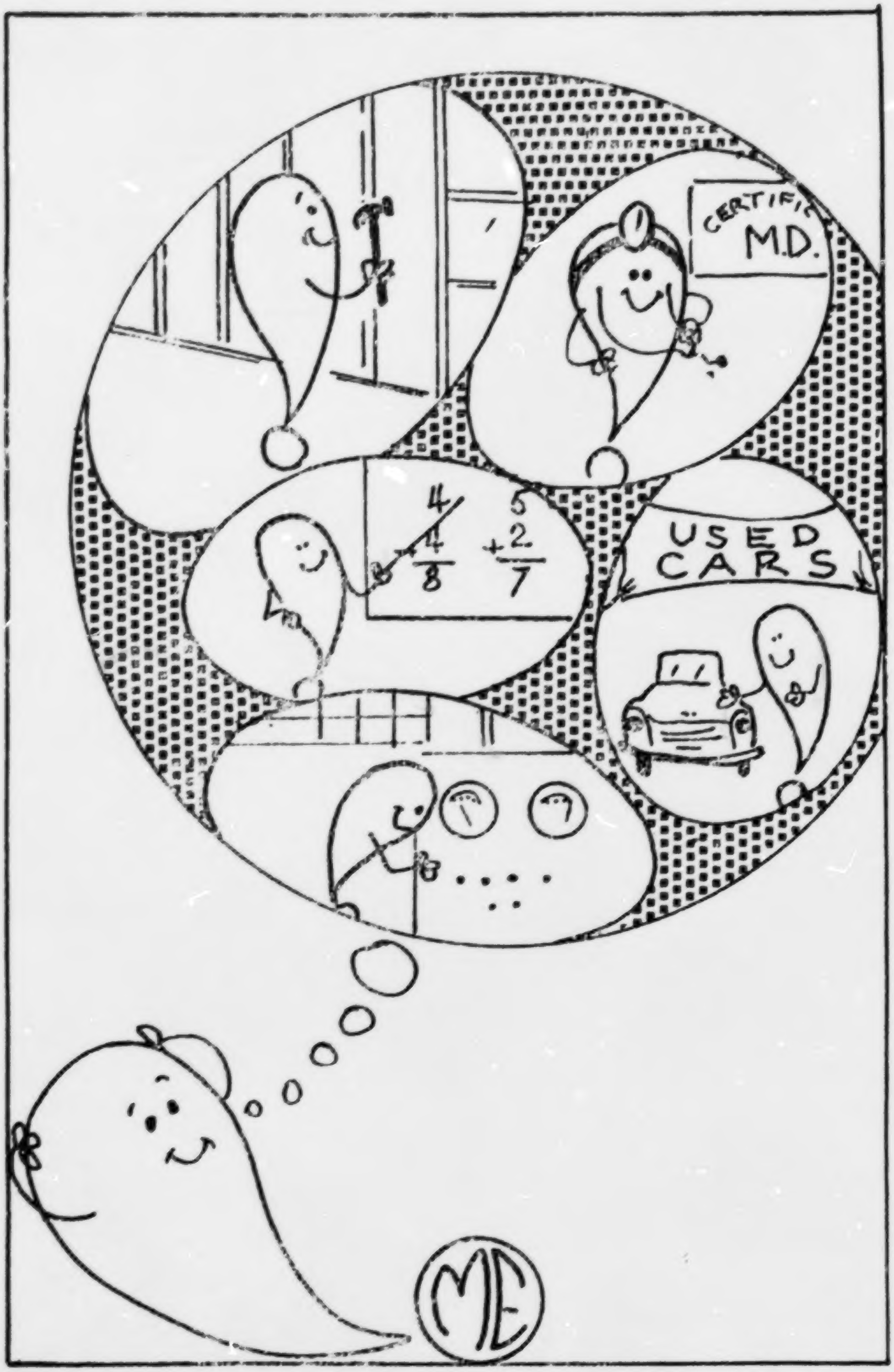
13. And my home and family.



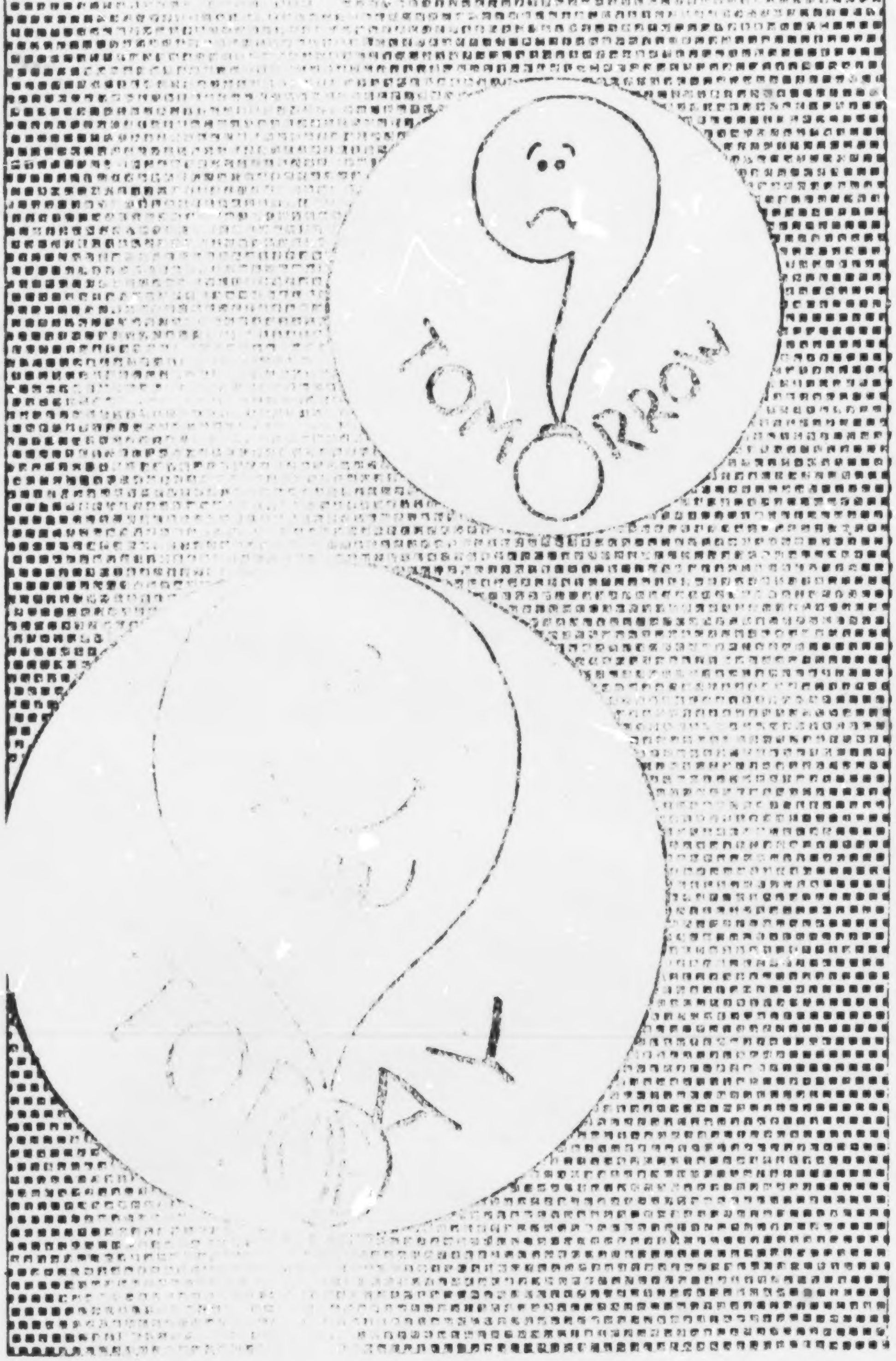
14. My free time.



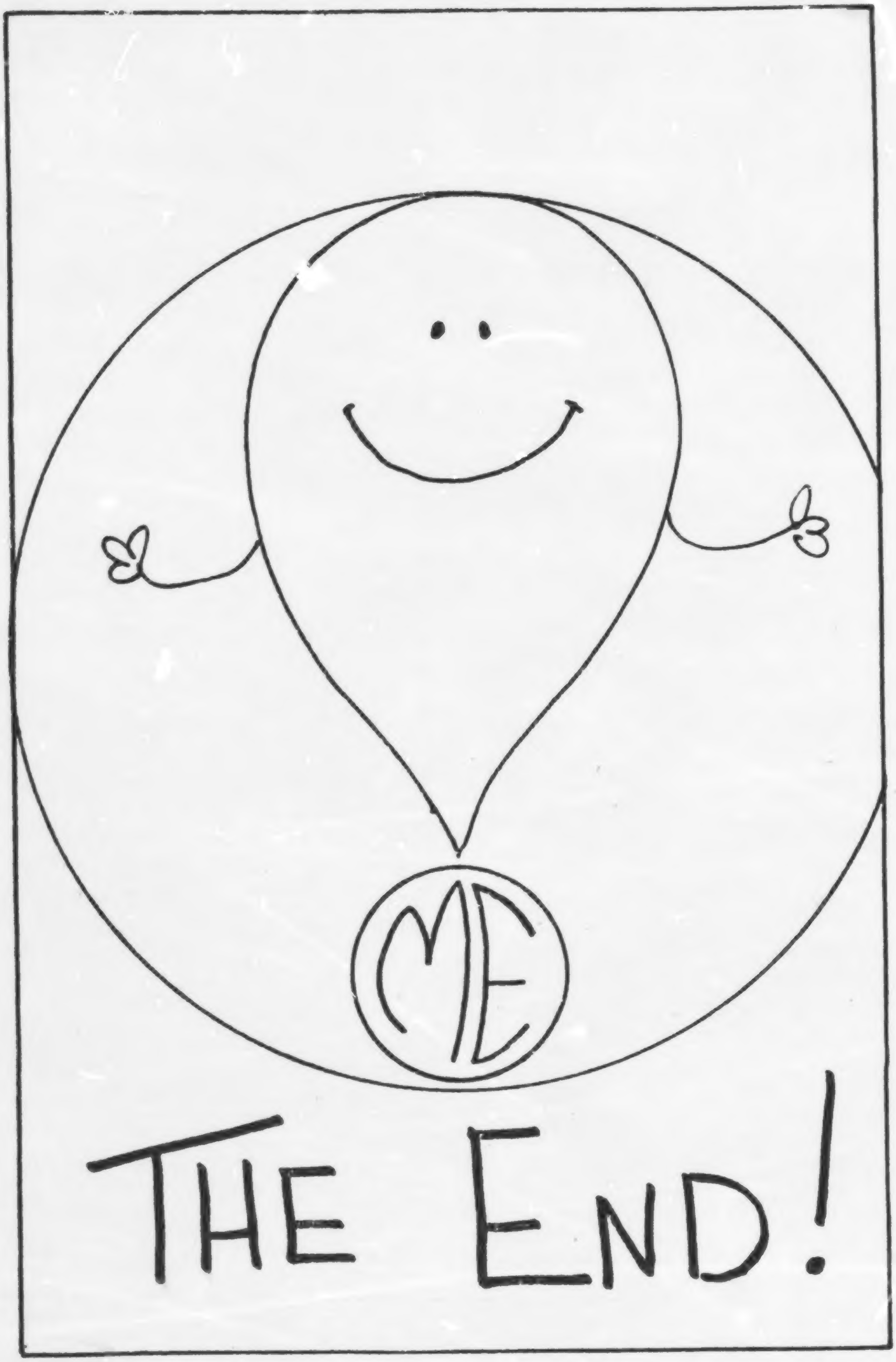
15. And those special moments which I share with some people but not everybody.


CERTIFIC
M.D.
4
+4
8
5
+2
7
USED CARS
ME

16. Also my world today includes plans for making a living tomorrow.


TOMORROW
TODAY

17. I think I fit in my world fairly well today--
but the question is -- What about tomorrow?



18. This C.M.P. seminar is designed to answer some of our questions, and to insure that we do find an appropriate job.

I will fit my world tomorrow!

Will you?

APPENDIX 4 - USER GUIDE

(8th GRADE - sample)

COMMUNITY SCHOOL DISTRICT 18
CAREER EDUCATION PROGRAM
USER GUIDE

USER GUIDE - FOR PILOT PROGRAM - FEBRUARY 1976

TABLE OF CONTENTS

PAGE

I. Introduction 1
  A. Background 1
  B. The Career Education Curriculum 1

II. The Curriculum 3
  A. Curriculum Structure 3
  B. Curriculum Content 8
    1. Objectives 8
    2. Vocabulary and Terminology 8
    3. Occupational Information 8
    4. Career Listings and Descriptions 8
    5. Occupational Outlook 9
    6. Field Trips and Resource Speakers 11
    7. Career Laboratory Materials 11
    8. Materials Related to Instructional Activities 11
    9. Instructional Activities 15
    10. Evaluation of Instructional Objectives 15
    11. Bibliography 15
    12. Career Education Teacher Feedback Form 16

III. Terminal Objectives 17
IV. Guidance Component 18
V. The Future of Career Education in District 18 25

USER GUIDE

I. INTRODUCTION

A. Background

District 18 was the recipient of a federal grant to institute a career education pilot demonstration program, commencing school year 1975-76.

The aim of this program is to assist pupils to become aware of the career opportunities provided by an ever-changing complex society, and at the same time to increase their proficiency in traditional learning skills.

The demonstration program has been implemented in P.S. 208 and J.H.S. 211, servicing a target population of one hundred pupils in each school.

An important feature of the program consists of laboratory hands-on simulated work experiences combined with curriculum-infused classroom activities.

Another component of this program calls for a series of teacher training workshops and the utilization of community, professional, and business resources.

B. The Career Education Curriculum

The District 18 Career Education curriculum was designed for the fifth and eighth grade instructional levels. It was written by District 18 teachers using a goals-oriented systems management approach with a continuous feedback process from teachers, subject supervisors, and principals from the two selected demonstration schools, P.S. 208 and J.H.S. 211. Additional suggestions and input were elicited from members of the Career Education Steering Committee as well as responsible personnel representing the professional and community.

The structured interdisciplinary Career Education Program provides teachers with instructional objectives, related instructional activities, and mastery tests to measure pupil performance.

A more detailed description of the Career Education curriculum follows.

II. THE CURRICULUM

A. Curriculum Structure

The curriculum for this Career Education pilot program consists of five instructional modules, each requiring approximately one month to teach. The modules, excluding the introductory module, correspond to the career cluster system designed by the United States Office of Career Education.

Career clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The following fifteen clusters, are a means of relaying the wide scope of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. Personal Services

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

Beautician
Shoe Repair Worker
Social Worker
Insurance Agent
Refrigeration, Air Conditioning and Heating Mechanic
Priest
Missionary
Babysitter
Furniture Upholsterer
Barber
TV Repair Worker
Telephone Operator
Radio Repair Worker
Minister
Rabbi
Mortician
Tailor
Cleaner and Laundry Manager

2. Health Services

Rationale: Careers related to the determination of health problems, physical caring for the problems and exploring possible preventive measures.

Psychologist
Doctor
Orderly
Practical Nurse
Occupational Therapist
Medical Secretary and Librarian
Veterinarian
Dentist
Optometrist
Pharmacist
Podiatrist
Laundry and Sterilizer
Osteopath
Psychiatrist
Nurse
X-Ray Technician
Nurse's Aide
Laboratory Technician
Hospital Administrator
Chiropractor
Dental Technician
Anesthesiologist
Dental Hygienist
Speech Pathologist
Bacteriologist

3. Construction

Rationale: Careers related to building.

Mobile Home Builder
Architect
Plumber
Plasterer
Mason
Bricklayer
Printer
Surveyor
Paperhanger
Pipefitter
Engineer
Draftsman
Draftswoman
Carpenter
Electrician
Industrial Designer
Excavator
Cabinet Worker
Cement Mason
Roofer
Heavy Equipment Operator

4. Manufacturing

Rationale: Careers which create a product.

Machine Operator
Welder
Machine Maintenance
Electronic Engineer
Sheet Metal Worker
Skilled Tradesperson
Tool and Die Operator
Industrial Traffic Manager
Mobile Home Assembler
Mechanical Engineer
Assembly Line Operator

5. Transportation

Rationale: Careers related to the movement of people and things and improvement of or care for the necessary equipment.

Truck Driver
Pilot
Body and Fender Repair Worker
Traffic Control Manager-Airlines

Brakeman
Locomotive Engineer
Service Station Manager and Attendant

Bus and Taxi Driver
Aerospace Engineer
Conductor
Station Agent
Auto Mechanic

6. Agri-Business and Natural Resources

Rationale: Careers related to the productive use of land.

Farmer
Dairy Worker
Feed Store Manager
Miner
Soil Conservationist
Agricultural Engineer
Agronomist

Petroleum Engineer
Rancher
Butcher
Farm Equipment Salesperson
Farm Agent

Mining Engineer
Petroleum and Natural Gas Production Worker
Farm Manager
Poultryperson
Wildlife Manager
Fish and Game Manager

7. Public Service

Rationale: Careers which provide a service for individuals, some of which are tax-supported.

Kindergarten-Elementary Teacher
State Police Officer
Janitor
Certified Public Accountant
School Administrator
Food and Drug Inspector

Lawyer
Counselor-School, Employment Rehabilitation
Refuse Collector
Junior and Senior High Teacher
Civil Engineer

Firefighter
Librarian
Urban Planner
Court Bailiff
City Police Officer
Nursery School Teacher
Probation Officer
Court Recorder

8. Environment

Rationale: Careers related to the protection, improvement of and proper use for the surroundings that influence a life.

Forest Ranger
Gardener
Landscape Architect
Biologist
Horticulturist
Park Ranger

Range Manager
Recycling Operator
Naturalist
Forestry Aides
Geologist

Camp Counselor
Meteorologist
Fish and Game Warden
Environmental Engineer
Geophysicist
Tree Surgeon

9. Hospitality and Recreation

Rationale: Careers which enhance leisure for mankind.

Flight Attendant
Restaurant Manager
Social Directors
Waitress or Waiter
Restaurant Hostess or Host
Short Order Cook
Cook
Chef
Golf Pro
Travel Agent
Dietician
Cashier
Swimming Pool Manager
Baker
Athlete

10. Fine Arts and Humanities

Rationale: Careers related to the cultural and esthetic improvement of human life.

Professional Musician
Dancer
Author
Literary Writer
Music Critic
Art Critic
Actress or Actor
Conductor
Sign Painter
Music Director
Cartoonist
Singer
Playwright
Music Arranger
Fashion Designer
Commercial Artist
Music Teacher
Poet
Piano Technician
Radio and TV Director
Composer
Film Editor
Orchestra Leader
Jeweler
Free-lance Artist
Singing Teacher
Floral Designer
Orcherstrator
Sculptor
Stage Designer

11. Communications and Media

Rationale: Careers related to the transmission of information.

Journalist
Technical Writer
Audio-control Technician
Proofreader
Staff Programmer
Sound Engineer
Script Writer
Reporter
Radio and TV Announcer
Electronic Technician
Lighting Technician
Foreign Correspondent
Newswriter
Transmitter Technician
Photoengraver
Printer
Photographer
Video Technician
Lecturer
Sportscaster
Maintenance Technician

12. Marketing and Distribution

Rationale: Careers which facilitate the development and economic movement of a product.

Salesperson
Systems Analyst
Statistician
Sales Engineer
Packaging and Designer
Marketing Researcher
Consumer Product Seller
Economist
Production and Control Position
Sales Supervisor
Wholesale and Retail Distributor

13. Marine Science

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.

Marine Biologist
Mariner
Commercial Fisherperson
Physicist
Aquatic Biologist
Marine Geologist
Geophysicist

14. Business Office

Rationale: Careers related to the efficient management of the business community.

Office Manager
Personnel Director
Advertising Worker
Data Processor
Computer Operator
Public Relations Worker
Trailer Salesperson
Bank Teller
Receptionist
Stenographer
Computer Programmer
Accountant
Key Punch Operator
Secretary
Purchasing Agent
File Clerk
Bank Management
Bookkeeper

15. Consumer and Homemaking Education

Rationale: Careers related to the purchase and proper use of products for the home.

Interior Decorator
Appliance Demonstrator
Home Demonstration Agent
Price Control Agent
Milliner
Drapery Maker
Credit Interviewer
Seamstress
Fashion Coordinator
Extension Agent
Homemaker
Home Economist
Nutritionist
Tailor
Model

B. Curriculum Content

1. Objectives
   a. Terminal--objectives for the entire Career Education program.
   b. Sub Program--general objectives for each career module.
   c. Instructional--specific behavioral objective stated in measurable terms.

2. Vocabulary and Terminology

   This section has been broken down by the major occupational information areas presented in this module. In addition, there has been a further breakdown in each section showing the following:
   a. Words that might arise while working within each of the areas.
   b. Work roles that might arise while working within each of the areas.

3. Occupational Information

   Provides the teacher with general background information on the module being studied.

4. Career Listings and Descriptions

   Contains information on the careers related to the module.

5. Occupational Outlook

This section of the curriculum, courtesy of the United States Department of Labor, describes the employment outlook for each of the modules presented.

Competition for jobs is another factor described in the outlook analysis. It is usually analyzed only for the professional and technical fields. A statement to the effect that the outlook is excellent generally means that current trends in young people's work and study patterns indicate a greater number of positions available than there are qualified applicants. Therefore, entry into the field would be relatively easy.

PROJECTED GROWTH BY MAJOR OCCUPATIONAL GROUP, 1972-85
(in thousands)

Occupational Group	1972 employment	Projected 1985 requirements	Percent change	Openings	
				Total	Growth
Total	81,703	101,500	24.2	61,200	19,800
White-collar workers . .	39,703	53,700	37.3	38,800	14,600
Professional and technical workers . . .	11,459	17,000	48.8	12,000	5,600
Managers and administrators	8,032	10,500	30.1	5,900	2,400
Salesworker	5,354	6,500	21.3	3,800	1,100
Clerical workers . . .	14,247	19,700	38.2	17,000	5,400
Blue-collar workers . .	28,576	32,800	14.7	13,800	4,200
Craft and kindred workers	10,810	13,000	20.2	5,300	2,200
Operatives*	13,549	15,300	13.1	7,200	1,800
Nonfarm laborers	4,217	4,500	5.9	1,300	200
Service workers	10,966	13,400	22.2	8,500	2,400
Private household workers	1,437	1,100	26.1	700	400
Other service workers . .	9,529	12,300	29.0	7,800	2,800
Farm workers	3,069	1,600	47.1	100	1,400

* Includes the 1970 Census classification: operative, except transport and transpo equipment operatives. NOTE: Details may not

6. Field Trips and Resource Speakers
   Contains a listing of possible field trips and resource speakers for the module being studied.

7. Career Laboratory Materials
   Provides a list of various multimedia materials to be utilized in the Career Education laboratory. These materials are keyed to the module instructional objectives.

8. Materials Related to Instructional Activities
   Listing of materials that are available to teachers for use in the classroom. This list is keyed to instructional activities. The following pages provide a summary of materials available for all clusters.

MULTIMEDIA MATERIALS LIST

INSTRUCTIONAL MATERIALS

PUBLISHER or VENDOR	TITLE
Houghton Mifflin	Careers: A Supplemental Reading Program
	Career Insights and Self Awareness
Choosing Your Career	Environment, Business and Office, and Communications Kits
Counselor Films	Children's Dictionary of Occupational Titles
King Features	Career Awareness Program
Science Research Associates	Expo 10 Exploring Career Interests
	Work-Widening Occupational Roles Kit
	Job Experience Kit
Radio Shack	Electronics Project Kits
	Electronics Computer Kits
ABT Publications	Exploring Careers - Classroom Materials Package
Janus Book Publishers	Job Interview File and Kit
Developmental Learning Materials	Occupational Word Hunt I, II
	Written Language Cards - Career
	Career Identity Cards

AUDIOVISUAL MATERIALS

VENDOR	TITLE
Counselor Films	Education: Who Needs It? (Sound Filmstrip Program)
Westinghouse Learning	The American Worker (Sound Filmstrip Program)
WNYE-FM	Discover Yourself: Discover A Career (Cassettes)
Science Research Associates	Keys: Career Exploration (Sound Filmstrip Program)
	The Exploited Generation (Sound Filmstrip Program)
Guidance Associates	Unemployment (Sound Filmstrip Program)
	Business of Banking (Sound Filmstrip Program)
Xerox	Business and Office, Communications, Environmental Control, and Marine Science Career Learning Centers (Sound Filmstrip Program)

EQUIPMENT

VENDOR	HARDWARE and SOFTWARE
Sony	Video Tape Recorder and Player
Kodak	8mm Movie Camera and Projector
Victor	Electronic Printing/Display Calculator
Aquarium Stock	Aquariums
Dukane	Filmstrip Program Equipment
Radio Shack	23 Channel Base/Mobile 2-way Radio
Educational Materials and Equipment	Microscopes
Workshop for Learning Things	Printing Set
Edmund Scientific	Portable Noise Pollution Meter Water Test Kit Photography Kit
The Perfection Form	Cut and Print Filmstrip Kit

9. Instructional Activities

This section contains suggested activities keyed to the instructional objectives and correlated to existing subject areas. Each activity is labeled in the following manner:

Modified--for classes achieving below grade level;
Intermediate--for classes achieving at grade level;
Advanced--for classes achieving above grade level.

Note #1: Many activities are geared to more than one achievement level.

Note #2: Teacher may select any of the activities related to an instructional objective. If, after evaluation, the objective has not been mastered, the teacher should select a second suggested activity.

Note #3: On the Junior High level, the term "nuclear subject" refers to the specific discipline which will provide for sequential activities in a given cluster.

10. Evaluation of Instructional Objectives

Students' mastery of all instructional objectives is measured using various techniques listed in this section. Included in each module is a test used to measure the mastery of several of the instructional objectives.

11. Bibliography

Reference for teachers and students to use in the study of each module.

12. Career Education Teacher Feedback Form
    This form enables the instructional staff to offer suggestions for possible curriculum revision.

III. TERMINAL OBJECTIVES

The student will be able to:

A. Identify basic study skills, training, and formal education needed in a variety of occupations;

B. Name the job families of occupations as represented in the fifteen career clusters determined by the United States Office of Education;

C. Develop the attitude that every occupation has dignity and worth;

D. Cite reasons why people work, including monetary rewards, social benefits, and a sense of accomplishment;

E. Exhibit the ability to work independently, and as a responsible, functioning member within a group;

F. Recognize the importance of being economically self-sufficient;

G. Develop academic skills to a level appropriate to his or her aptitude;

H. Recognize that an individual should be judged by his or her accomplishments rather than by sex, race, or religious affiliation.

IV. GUIDANCE COMPONENT

Work is probably the most dominant single influence in the course of one's life. It affects one's family structure, social and intellectual activities, economic status, personality, and happiness.

This Career Education Program is based on the premise that the choice of a lifetime career should be a conscious process that results from self-appraisal and a knowledge of the world of work. It focuses on helping pupils understand themselves in relation to the world around them and on learning how to explore career opportunities which are consonant with their abilities and interests.

Young children have a natural interest in occupations although many do not make final choices at an early age. Information on the world of work increases a child's feeling of security, encourages inborn curiosity, and broadens occupational horizons. Knowledge of the working world helps to develop wholesome attitudes towards all useful work and to realize the importance of completing one's education. Gradual development of decision-making skills will be an asset in meeting the challenges of educational and career choice.

A student who develops an understanding of the broad spectrum of the world of work is better able to be assisted in making realistic preparation for change. In all likelihood it will be necessary to change one's occupation three or more times during a working lifetime. Technological change, enhanced educational and career opportunities for minorities and women, more leisure time, and early retirement all imply the necessity for the development of guidance approaches which stress flexibility and adaptability. Occupational choice should be viewed as a developmental process.

The following are basic Career Guidance concepts to be dealt with in this program:

A. Encouraging pupils to explore, to try out, and make tentative decisions;

B. Emphasizing the importance of attitude and values as well as information;

C. Raising of the pupil self-image and aspirational levels;

D. Encouraging self-evaluation as a first step in decision-making;

E. Providing children with an awareness of available career choices;

F. Developing an appreciation for all work;

G. Assisting pupils to learn how to use leisure time wisely;

II. Involving parents as well as teachers in an ongoing Career Education Program.

Note: The attached career questionaires were completed by each pupil prior to the program's implementation to determine interests, abilities, and aspirations.

Source: New York City Board of Education, Burear of Educational and Vocational Guidance, Counselor Guidebook, 1972, p.73.

NAME________________________________ CLASS____________________________

WHAT CAN I DO?

Please complete the list by checking the appropriate column.

	Almost Never	Sometimes	Almost Always
1. Do I try to gain one new experience each day?			
2. Do I listen to the feelings expressed by my classmates?			
3. Do I try to understand what is being taught?			
4. Do I know why I am in school?			
5. Do I learn something constructive from TV?			
6. Do I try to understand the changes around me?			
7. Do I see in others what I wish to become?			
8. Do I see in others things I should avoid?			
9. Do I learn to accept disappointment?			

NAME________________________________ CLASS__________________________

WHAT CAN I BE?

(Put a check next to the things you like to do.)

_______Be with people most of the time
_______Do things by myself
_______Make things others can look at or use
_______Talk to others
_______Put my ideas on paper
_______Work with numbers and mathematics
_______Work with machines
_______Help people to be happier
_______Discover new ideas
_______Make pretty pictures
_______Write music, songs
_______Work on school activities
_______Work indoors
_______Work outdoors
_______Collect things
_______Move around a lot
_______Play outdoor games
_______Play indoor games

When I grow up, I would like to be a ________________________________

NAME ______________________________ CLASS ____________________

CAREER QUESTIONNAIRE

1. The school subjects I get my highest marks in are:

   a. ______________________________

   b. ______________________________

2. When I am not in school, I like to:

   a. ______________________________

   b. ______________________________

3. My favorite sports and games are:

   a. ______________________________

   b. ______________________________

4. My interests and hobbies are:

   a. ______________________________

   b. ______________________________

5. The kind of work done by people I know is:

   a. My father ______________________________

   b. My mother ______________________________

   c. My aunt ______________________________

   d. My uncle ______________________________

   e. My older brother ______________________________

   f. My older sister ______________________________

   g. Other people ______________________________

6. I like to read books about:

   a. ______________________________

   b. ______________________________

7. After school, I take lessons in:

a. ____________________

b. ____________________

8. When I grow up, I would like to be a:

a. ____________________

b. ____________________

9. The jobs my parents would like me to have are:

a. ____________________

b. ____________________

10. To prepare for my career, I need to finish: Check one or more.

Junior High School ( )   College ( )

High School ( )   Other ( )

11. I am interested in getting help in:

a. These subjects: ____________________

____

b. Personal Problems ( )

c. Choosing a Career ( )

V. THE FUTURE OF CAREER EDUCATION IN DISTRICT 18

It is anticipated that a comprehensive Career Education Program for District 18 will be achieved within three years. The program will be implemented in phases.

Phase I - September, 1975 - June, 1976
Teacher curriculum writers have designed an infused course of study for a pilot group of fifth and eighth grade pupils in two district schools. The course of study includes five Career Education occupational modules: Introduction to Careers; Business and Office; Communications and Media; Oceanography; and Environment and Ecology. An important feature of this phase is the creation of a Career Demonstration Laboratory in each of the two schools.

Phase II - February, 1976 - June, 1977
Since February, 1976 teacher curriculum workshop writers have been engaged in designing five additional Career Education modules to be infused in grades six and nine (to commence in the February, 1977 school term).

Phase III - February, 1977 - June, 1978
The final curriculum-writing phase in the school year 1977-1978 will involve the development of the remaining five modules for grades four and seven, and the design of introductory Career Education awareness modules for grades K-3, and special education.

In short, every student in the district will be initially exposed to the fifteen Career Education occupational clusters on the elementary level, and re-exposed in greater depth to the same clusters during junior high school.

We are cognizant of the tragedy occurring in this country where two and a half million young people graduate or drop out of secondary and post-secondary schools with no planned career and few if any marketable skills. To avoid this tragedy is a committment of the district. Therefore, pupil exposure to the world of work must begin at an early age, for wise decision-making concerning a career choice is a long, developmental process.

APPENDIX 5 - Data Banks - Sampling

1. City-wide
2. Borough-wide
3. Community

The Resource Data Bank {Community}
pages were removed because they
contained confidential information

RESOURCE DATA BANK

I CITYWIDE DATA BANK

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
American Association of Advertising Agencies	200 Park Avenue New York, N.Y. 10017	John DelMar 682-2500
American Hotel and Motel Association	888 Seventh Avenue New York, N.Y. 10019	265-4506
American Institute of Banking - New York Chapter	233 Broadway New York, N.Y. 10007	Frank McMullen 349-8440
American Red Cross Youth Program	150 Amsterdam Avenue New York, N.Y. 10023	Caroline Anderson 787-1000 Ext. 494, 495
American Stock Exchange (AMEX)	86 Trinity Place New York, N.Y. 10006	Director, Urban Affairs Jane Goldstein 938-2392
Association for a Better New York	1270 Ave. of Americas New York, N.Y. 10020	Director of Program Relations 581-9840 Horace Cotter
Association of Personnel Agencies of New York	180 Broadway New York, N.Y. 10038	The President Robert Marcus 964-8227
Aviation Development Council	Hangar #2, La Guardia Airport, Room 324 Flushing, N.Y. 11371	Gloria Shepard 457-7890
Better Business Bureau	110 Fifth Avenue New York, N.Y. 10011	Public Information Department 986-6150 Director of Public Information
Citizens Housing and Planning Council	20 West 40th Street New York, N.Y. 10018	563-5990 Marvin Markus
City Commission of Human Rights	52 Duane Street New York, N.Y. 10007	Public Relations Department 566-5587
Coalition Jobs (National Alliance of Businessmen in New York City)	55 Fifth Avenue New York, N.Y. 10003	924-2400 Virginia Tillman

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Commission for the Visually Handicapped State of New York Department of Social Services	270 Broadway New York, N.Y. 10007	Senior Supervisor Field Services Gerald Miller 488-5855
Community Development Agency	349 Broadway New York, N.Y. 10013	Operations Division I 433-6934 Junius Kellogg
Community Law Office	176 East 106 Street New York, N.Y. 10029	Director 369-2007 Carl O. Callender
Community Service Society	105 East 22 Street New York, N.Y. 10010	Personnel Department 254-8000 Leslie Van Cleve
Consolidated Edison Company of New York, Inc.	4 Irving Place New York, N.Y. 10003	Community Relations Department 460-6000 Ken Kowald, Karen Borack
Council of New York Law Associates	36 West 44 Street Room 611 New York, N.Y. 10036	Suzanne Warshavsky 972-9370
Dairy Council of Metropolitan New York	60 East 42 Street New York, N.Y. 10017	Nutritional Education Service Division 682-7961 Educational Coordinator
Economic Development Administration	225 Broadway New York, N.Y. 10007	566-0234 Warren Wechsler
Equal Employment Opportunity Commission	26 Federal Plaza New York, N.Y. 10007	Voluntary Programs Office 264-4199
Federal Information Center	26 Federal Plaza New York, N.Y. 1001	General Services Administration James Unnic 264-0580
Federal Reserve Bank of New York	33 Liberty Street New York, N.Y. 10005	Public Information Department 732-5700,Ext. 289
Harlem Cultural Council	170 West 130 Street New York, N.Y. 10027	831-5292 Denise Sterrett
Health Policy Advisory Center (Health/PAC)	17 Murray Street New York, N.Y. 10007	267-8890 Any Staff Member

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Health Services Administration	93 Worth Street New York, N.Y. 10013	Office of Public Health Education 566-8115/8117
Institute of Life Insurance	277 Park Avenue New York, N.Y. 10017	Education Services Department 922-4957 Dr. Thomas Beggs, Curriculum Specialist
Insurance Information Institute (Casualty and Liability)	110 William Street New York, N.Y. 10038	Educational Division 233-7650
League of Women Voters of the City of New York	817 Broadway New York, N.Y. 10003	Vice President Gertrude Heinrich 677-5050
Legal Aid Society	15 Park Row New York, N.Y. 10038	Criminal Defense Division 374-1737 Dorothy Cropper
Manpower, Inc.	1501 Broadway New York, N.Y. 10036	Recruiting Director 244-5720 Ann Paull
Metropolitan Transportation Authority	1700 Broadway New York, N.Y. 10019	Community Relations Department Rand Burgner 262-8952
Museums Collaborative, Inc.	830 Fifth Avenue New York, N.Y. 10021	Priscilla Dunhill, Director 360-8129
National Park Service U.S. Department of the Interior	26 Wall Street New York, N.Y. 10005	Superintendent, Manhattan Properties 264-4367 Vernon Dame
New York City Central Labor Council	386 Park Avenue South New York, N.Y. 10016	Job Placement Program 725-5850 James Smith
New York City Department of Correction	100 Centre Street New York, N.Y. 10013	Director of Public Affairs 566-8345 Agenor L. Castro
New York City Department of Highways	40 Worth Street New York, N.Y.	Office of Community Involvement Lynn Gross, Deputy Director Allen Coppellazzi, Director 566-3645

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
New York City Environmental Protection Administration	Municipal Building Room 2345 New York, N.Y. 10007	Public Information Office N.Y.C. E.P.A. Joyce Selig 566-0108
New York City Housing and Development Administration	2 Lafayette Street New York, N.Y. 10007	Training Department 566-6833/4 Juanita Burks, Director
New York City Human Resources Administration	250 Church Street New York, N.Y. 10013	Public Affairs Department 271-8051 Robert F. Carroll, Deputy Administrator
New York City Planning Commission	2 Lafayette Street Room 2218 New York, N.Y. 10007	Economic Development Division 566-8594 Harvey Schultz
New York City Police Department - Community Affairs Division	34½ East 20 Street New York, N.Y. 10003	673-2500 (after 4 P.M.) Sgt. Carl Bryant, Director of CSO Training
New York Convention and Visitors Bureau	90 East 42 Street New York, N.Y. 10017	Visitors Information Center Ruth Ann Carroll, Manager 687-1300 Ext. 50
New York Heart Association	2 East 64 Street New York, N.Y. 10021	Community Programs and Education 838-8800 Mildred Engels
New York State Food Merchants Association	280 North Central Ave. Hartsdale, New York 10530	Director of Membership J. L. Nugent
New York State Department of Labor-Manpower Division	370 Seventh Avenue New York, N.Y. 10001	Manpower Training 563-7660 Ext. 640 William Riggin
New York State Society of Certified Public Accountants	355 Lexington Avenue New York, N.Y. 10017	Public Relations Dept. 986-4567 Lucy Tenenbein
New York State Urban Development Corporation	1345 Ave. of Americas New York, N.Y. 10019	Public Affairs Dept. 974-7022 Robert E. Mackin, Director

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
New York Stock Exchange	11 Wall Street New York, N.Y. 10005	Investors' Information 623-2017 Dr. Allen Felix
New York Telephone Co.	140 West Street New York, N.Y. 10007	Educational Relations Coordinator 395-7708 Vera O'Neill
Office of Welfare Inspector General	655 Madison Avenue New York, N.Y. 10021	Director of Public Information Herbert Richardson 758-6437 Ext. 204
Pharmaceutical Society of the State of New York	117 East 69 Street New York, N.Y. 10021	Joseph Tumelty, Asst. Executive Secretary 879-5100
RCA Global Communications, Inc.	60 Broad Street New York, N.Y. 10004	Public Affairs 363-3955 Donald E. Quinn
Regional Plan Association	235 East 45 Street New York, N.Y. 10017	Information Director 682-7750 Sheldon Pollack
Rent Stabilization Association of New York City, Inc.	477 Madison Avenue New York, N.Y.	421-5613
Sales Executives Club of New York	Hotel Roosevelt, 19th Floor 45th Street and Madison Avenue New York, N.Y. 10017	689-5117 Mrs. C. Garrett
Speak Out!, Inc.	55 West 44 Street New York, N.Y. 10036	OX 7-1454 John Qiegler, Executive Director
The Home Insurance Company	59 Maiden Lane New York, N.Y. 10038	Training Department 530-7061 J.W. Hutchison
The Institute for Free Enterprise	126 East 31 Street New York, N.Y. 10016	Director 679-6243 Walter Geier
The Newspaper Fund, Inc.	P.O. Box 300 Princeton, N.J. 08540	Jan Schlegel, Administrative Assistant 609-452-2000

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
The New York Times	229 West 43 Street New York, N.Y. 10036	College and School Service Department 556-1311 Mr. Martin
The Podiatry Society of the State of New York	The Statler Hilton Hotel 33 Street and 7 Avenue New York, N.Y. 10001	Director of Professional Services Dr. Norman Klombers 736-1228
The Port Authority of New York and New Jersey	1 World Trade Center New York, N.Y. 10048	Public Affairs Department 466-7777
The Workshop in Business Opportunities, Inc.	361 West 125 Street New York, N.Y. 10027	Mallalieu S. Woolfolk, Executive Director 666-5340
Triborough Bridge and Tunnel Authority	Box 35, Triborough Station New York, N.Y. 10035	Assistant Secretary Victorine A. Powell 876-9700
United Hospital Fund of New York	3 East 54 Street New York, N.Y. 10022	Manpower Development 754-1080 Arthur King
United Medical Service Inc. (Blue Shield)	2 Park Avenue New York, N.Y. 10016	Manpower Development and Training 340-6728 Paul McQuarrie
United States Immigration and Naturalization Service	20 West Broadway New York, N.Y. 10007	Administrative Office Richard Curtis, Robert Van Horn, Rose Robinson 264-5951
United States Small Business Administration	26 Federal Plaza 31st Floor New York, N.Y. 10007	Public Information Offices Christine Gieber 264-1318
Western Union Telegraph Company	60 Hudson Street New York, N.Y. 10013	Community Relations, Room 1212 577-4382 Grover S. Barlow, Director
Young Lawyers Committee Association of the Bar of the City of New York	42 West 44 Street New York, N.Y. 10036	Chairman 421-8800 Seth Melhado

RESOURCE DATA BANK

II. BOROUGH WIDE DATA BANK
(Partial List)

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Absorbo Beer Pad Corp.	402 East 83rd Street Brooklyn, N.Y. 11236	531-2723
Alcholics Anonymous Brooklyn Office	2281 Church Ave. Brooklyn, N.Y. 11226	856-7932
American Cancer Society, N.Y.C. Division, Inc.	141 Livingston Street Brooklyn, N.Y. 11201	Executive Director Don Charbonneau UL-8-8200
Balan Printing Corp.	5377 Kings Highway Brooklyn, N.Y. 11203	629-2900
Bedford-Stuyvesant Restoration Corp.	1368 Fulton Street Brooklyn, N.Y. 11216	Public Information Dept. Ms. Ruth Mitchell 636-1100
Brooklyn Arts and Culture Association, Inc. (B A C A)	200 Eastern Parkway Brooklyn, N.Y. 11238	Public Relations Dept. Chuck Reichenthal 783-3077
Brooklyn Association for Mental Health, Inc.	30 Third Ave. Brooklyn, N.Y. 11217	Mary E. Brooks 624-5191
Brooklyn Botanic Garden	1000 Washington Ave. Brooklyn, N.Y. 11225	Public Relation Dept. Charles P. Mazza
Brooklyn Bureau of Child Welfare	1274 Bedford Ave Brooklyn, N.Y. 11216	Community Liason Roosevelt George 636-2502,3
Brooklyn Bureau of Community Service	285 Schermerhorn St. Brooklyn, N.Y. 11217	Dept. of Public Informatio Leonard Becker 875-0710
Brooklyn Local Economic Development Corp. (B L E D C O)	1519 Fulton Street Brooklyn, N.Y. 11216	Business Development Dept. Luther Lynch, Supervisor 493-1663
Brooklyn Poly Bag Corp.	1051 Utica Ave. Brooklyn, N.Y. 11203	345-5900
Brooklyn Public Library	Grand Army Plaza Brooklyn, N.Y. 11238	Adult Service Dept. Roy D. Miller 636-3139
Brooklyn Shower Door Co.	5122 Foster Ave. Brooklyn, N.Y. 11203	629-0848

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Brooklyn Queens Stair Co.	759 East 96th Street Brooklyn, N.Y. 11236	257-1984
C.T.P. Industries Inc.	1019 East 46th Street Brooklyn, N.Y. 11203	469-1300
Catholic Charities Diocise of Brooklyn	191 Joralemon Street Brooklyn, N.Y. 11201	Communications Dept. Rev. Joseph Funaro or Rev. Anthony T. Barretta 596-8413, 8559
Central Brooklyn Model Cities	150 Hinsdale Street Brooklyn, N.Y. 11207	Sam Huger 495-1209
Charles Hess Co.	1000 East 46th Street Brooklyn, N.Y. 11203	UL-6-4545
Citizens for a Better New York	26 Pierrepont Street Brooklyn, N.Y. 11201	Benjamin A. Marvin 852-4288
Civil Court-Small Claims	120 Schermerhorn Street Brooklyn, N.Y. 11201	Clerk of County 643-8134
Commerce Labor Industry Corp. of Kings	Flushing Ave. at Vanderbuilt Ave. Brooklyn, N.Y. 11205	Ms. Sandra Staples, Executive Assistant 237-9300 Ext. 3 Mrs. Ann Small, Director of Manpower 237-9300 Ext. 37
Community Action for Legal Services, Inc.	130 Clinton Street Brooklyn, N.Y. 11201	Philip Hearn 966-6600
Coney Island Chamber of Commerce	1017 Surf Ave. Brooklyn, N.Y. 11224	Executive Secretary Mathew F. Kennedy CO-6-1234
Consolidated Edison Co.	30 Flatbush Ave. Brooklyn, N.Y. 11217	Public Affairs Dept. Evelyn Cruse 834-3350
Dairycrest Icecream Co.	921 East New York Ave. Brooklyn, N.Y. 11203	756-1500
Decitron Communications Systems	567 East 105th Street Brooklyn, N.Y. 11236	649-8110
Dept. of Motor Vehicles Brooklyn District Office	333 Schermerhorn Street BROOKLYN, N. Y. 11217	District Director Brooklyn District Office Robert J. Chauvin 488-7760
Dept. of Social Service Veterans Assistance Center	90 Myrtle Ave. Brooklyn, N.Y.	Mrs. Martino 554-8465,6,7,8

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
District Attorney - Kings County	Municipal Building Brooklyn, N.Y.	Norman Rosen 643-7532
Downtown Brooklyn Development Association	26 Court Street Brooklyn, N.Y. 11242	Margot Wellington 522-7200
Duralab Equipment Corp.	107-23 Farragut Road Brooklyn, N.Y. 11236	649-9600
Epilepsy Foundation of America - New York Chapter	2149 Caton Avenue Brooklyn, N.Y.	Reina Berner 469-9090 677-8550
Food and Drug Administration	850 Third Avenue Brooklyn, N.Y.	Consumer Education Materials 965-5043
Fridgid, Inc.	1250 Rockaway Avenue Brooklyn, N.Y.	272-7500
Glenmore Plastic Film	807 Bank Street Brooklyn, N.Y. 11236	NI 9-7800
Gold Medal Knitwear Inc.	1001 Foster Avenue Brooklyn, N.Y. 11236	640-9000
Handcraft Mfg. Co.	789 East 91 Street Brooklyn, N.Y. 11236	345-3610
Hydrovalve Co. Inc.	1310 Rockaway Parkway Brooklyn, N.Y. 11236	257-4200
Ideal Decorating Corp.	9909 Foster Avenue Brooklyn, N.Y. 11236	NI 9-7337
J & L Mirror Novelty Co.	766 East 93 Street Brooklyn, N.Y. 11236	DI 5-9111
Jason Dairy Producers Co.	9204 Ditmas Avenue Brooklyn, N.Y. 11236	HY 8-1881
Jo Dee Plastics Inc.	9903 Foster Avenue Brooklyn, N.Y. 11236	NI 9-0555

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Long Island Historical Society	128 Pierrepont Street Brooklyn, N.Y. 11201	J. Hurley or R. Young MA-4-0890
Medical Society of the County of Kings and the Academy of Medicine of Brooklyn, Inc.	1313 Bedford Ave. Brooklyn, N.Y. 11216	Administration Hazel Spadafora, Executive Director 467-9000
Morse Electric Products Corp.	101-10 Foster Ave. Brooklyn, N.Y. 11236	272-4343
Mercury Plastic Corp.	989-995 Utica Ave. Brooklyn, N.Y. 11203	HY-8-5400
National Electrical Consultants Bureau	1037 Utica Ave. Brooklyn, N.Y.	Electrical Careers Herbert Tipperman 498-4775
New York City Transit Authority	370 Jay Street Brooklyn, N.Y. 11201	Public Information and Community Relations UL-2-5000
New York Telephone Co. (Brooklyn and Queens Headquarters)	101 Willoughby Street Brooklyn, N.Y. Room 1705	Ann O'Rourke or Alvina Trapp 396-4426, 4505, 8
Original Knitting Mills	10 Grand Ave. Brooklyn, N.Y. 11236	625-1920
Parks, Recreation and Cultural Affairs Administration	95 Prospect Park West Brooklyn, N.Y.	Dept. of Parks William V. Paschke 965-6511
Pepsi Cola Metropolitan Bottling Co.	9701 Avenue D Brooklyn, N.Y. 11236	649-2400
Philmar Machine Tool Co.	1403 Utica Ave. Brooklyn, N.Y. 11236	385-9100
Pomar Sheet Metal Corp.	1007 East 46th Street Brooklyn, N.Y. 11203	856-1083
Queens Lusterware Ltd.	789 East 91st Street Brooklyn, N.Y. 11236	345-3610
Runson Sportswear	1311 Rockaway Parkway Brooklyn, N.Y. 11236	257-3160
S & Z Hooks Co.	255 East 87th Street Brooklyn, N.Y. 11236	451-1344

NAME OF CONCERN	ADDRESS	CONTACT PERSON TELEPHONE NUMBER
Sal Picone & Sons Inc.	8810 Ditmas Ave. Brooklyn, N.Y. 11236	385-9100
Society for the Preservation of Weeksville and Bedford-Stuyvesant History	1698 Bergen Street Brooklyn, N.Y. 11213	Executive Director Mrs. Joan Maynard 756-5250
South Metal Products Co.	1516 Schenectady Ave. Brooklyn, N.Y. 11203	BU-7-9031
Spano Shoe Products Inc.	867 East 52nd Street Brooklyn, N.Y. 11203	NA-9-0232
Super Glass Corp	1020 East 48th Street Brooklyn, N.Y. 11203	IN-9-9300
The Brooklyn Society for the Prevention of Cruelty To Children	67 Schermerhorn Street Brooklyn, N.Y. 11201	Robert A. Walsh, Executive Director Horace A. Tyler, Director of Community Services 875-7600
The Brooklyn Union Gas Co.	195 Montague Street Brooklyn, N.Y.	Public Relations Dept. Alfred A. Jennings 643-3884
The Industrial Home for Blind	57 Willoughby Street Brooklyn, N.Y. 11201	Community Relations Dept. David Hamilton-Jones 522-2122
Thermo-O-Wear Electric Corp.	1246 Rockaway Ave. Brooklyn, N.Y. 11236	272-7500
Travco Plastics Corp.	4718 Farragut Road Brooklyn, N.Y. 11203	629-0666
Universal Table Top Co.	1100 Rockaway Ave. Brooklyn, N.Y. 11236	498-2621
Visiting Nurse Association of Brooklyn, Inc.	138 South Oxford Street Brooklyn, N.Y.	Dept. of Resources Development Mary Jane Horton 783-7420
WNYE-FM & WNYE-TV, Channel 25	112 Tillary Street Brooklyn, N.Y. 11201	School Community Relations 596-6569 Joan McCabe

NEIGHBORHOOD RESOURCE DATA

Mr. Ernest Lumer
Canarsie Mental Health Clinic
1106 East 95 Street
Brooklyn, New York 11236

Mr. A.A. Zeitchick (Cagan)
1280 East 86 Street
Brooklyn, New York 11236

Mr. Howard Babbush
1330 East 89 Street
Brooklyn, N.Y. 11236

Ms. Susan Fried
American Cancer Society
1 De Kalb Avenue
Brooklyn, N.Y. 11201

Ms. Carol Bellamy
State Capital Building
State Senate
Albany, N.Y. 12224

Mr. Stanley Fink
39th District Kings County
16 Court Street
Brooklyn, N.Y. 11201

Hon. Frederick Meyerson
New York State Senate
State Capital Building
Albany, New York

Mr. Daniel Polansky
Department of Law of the State
of New York
2 World Trade Center
New York, N.Y. 10047

Mr. Burt Shanas
Education Editor
Daily News Building
New York, N.Y.

Ms. Mary Gay
Human Resources Administrator
250 Church Street
New York, N.Y. 10013

Ms. Julienne Suess
Department of Social Services
Bureau of Child Welfare
1274 Bedford Avenue
Brooklyn, N.Y. 11216

Mr. James Gwynne
Mayor's Criminal Justice
Coordinating Council
City Hall
New York, N.Y. 10007

Mr. Brian T. Brown, Editor
Time Education Program
Time and Life Building
Rockefeller Center
New York, N.Y. 10020

Mr. Larry Kieves
Mayor's Educational Task Force
51 Chambers Street
New York, N.Y. 10007

Mr. Leon Tracy
Mayor's Educational Task Force
51 Chambers Street
New York, N.Y. 10007

Ms. Marie Salerno
Publicity Manager
New York Magazine
207 East 32 Street
New York, N.Y.

Ms. Mary Carmen Ballesteros
Attorney at Law
26 Court Street
Brooklyn, N.Y. 11242

Mr. John Gleason
Office of the Education Dept.
World Trade Center
New York, N.Y.

Judge Tavarmina
c/o Mary Tavarmina
1726 Rockaway Parkway
Brooklyn, N.Y. 11236

Mr. Bernard Bard
Education Editor
New York Post Building
New York, N.Y.

Mr. William Healy
9220 Kaufman Place
Brooklyn, N.Y. 11236

Mrs. Ann Kessler
Borough Rep., U.F.T.
2211 Church Avenue
Brooklyn, N.Y. 11224

Mr. John Carty
Director of the Office
of Neighborhood Services
Office of the Mayor
New York, N.Y. 10007

Mr. Ken Haber
Office of Borough President
Brooklyn Civic Center

Mr. Edward Q. Corr
Attorney-in-Chief
Legal Aid Society Civil Div.
11 Park Place
New York, N.Y. 10007

Mr. Stanley Gershbein
1420 East 88 Street
Brooklyn, N.Y. 11236

Office of Probation
Juvenile Division
283 Adams Street
Brooklyn, N.Y.

Mr. Sebastian Leone
Office of the Borough President
Borough Hall
Brooklyn, N.Y. 11201

Human Resources Administration
Department of Social Services
220 Church Street
New York, N.Y.

Mayor's Urban Task Force
423 Kingston Avenue
Brooklyn, N.Y.

Police Department
Office of the Commissioner of Police
240 Centre Street
New York, N.Y.

Fire Department
Division of Fire Prevention
35 Empire Boulevard
Brooklyn, N.Y.

Economic Development Administration
Department of Commerce and
Industry
415 Madison Avenue
New York, N.Y.

Dept. of Consumer Affairs
80 Lafayette Street
New York, N.Y.

Commission on Human Rights
80 Lafayette Street
New York, N.Y.

City Planning Department of
New York City
44 Court Street
Brooklyn, N.Y. 11201

Concerned Citizens of Canarsie
9626 Avenue N.
Brooklyn, N.Y. 11236

Canarsie Mental Health Clinic
Division of Brooklyn Psychiatric
Centers
P.B. Box 99
Brooklyn, N.Y. 11236

Mr. David Sines
Economic Development Administration
Department of Commerce and
Industry
415 Madison Avenue
New York, N.Y.

Dr. Herbert Ransher
American Civil Liberties Union
4113 14th Avenue
Brooklyn, N.Y. 11219

Mr. Michael Levine
U.S. Department of Justice
Drug Enforcement Administration
555 West 57 Street, Suite 1900
New York, N.Y. 10019

Administrator Lieutenant Martin
69th Police Precinct
9720 Foster Avenue
Brooklyn, N.Y.

Mr. Bert Shannas
Education Editor
220 East 42 Street
New York, N.Y.

Ms. Barbara Rothberg
National Organization for Women
717 East 18 Street
Brooklyn, N.Y. 11230

Mr. Ben Fitzgerald
Training and Education
555 West 57 Street
New York, N.Y.

Ms. Dorothy Fagelman
League of Women Voters
817 Broadway
New York, N.Y. 10003

Ms. Elizabeth Biene
Bureau of Child Welfare
80 Lafayette Street
New York, N.Y. 10013

Ms. Zelda Weiss
Department of Air Resources
51 Astor Place
New York, N.Y. 10003

Ms. Sandy Reichman
723 East 49 Street
Brooklyn, N.Y. 11203

Mr. Anthony Vacarello
Office of the Borough President
Borough Hall
Brooklyn, N.Y. 11201

Ms. Miriam Klein
National Organization of Women
35 Paerdegat 13 Street
Brooklyn, N.Y. 11236

Hon. Steven Solars
1818 Avenue U
Brooklyn, N.Y. 11229

Mr. Burt Shavos
Office of the Reporter on Education
Daily News Building
New York, N.Y.

New York Magazine
Office of Publicity Manager
207 East 32 Street
New York, N.Y.

Ms. Betsy Hagan
Office of Education
Assistant to the Mayor
City Hall
New York, N.Y.

American Cancer Society
Office of Physicians and Lectures
1 De Kalb Avenue
Brooklyn, N.Y. 11201

Ms. Sydelle Levy
482 East 18 Street
Brooklyn, N.Y. 11226